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THE Bulletin

OF THE
NATIONAL ASSOCIATION
OF

Secondary-School Principals

Reading Problems
in the Secondary School

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NATIONAL ASSOCIATION OF
SECONDARY-SCHOOL PRINCIPALS

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1955-56

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To Our Members

THIS year your Association is increasing its professional services to all its members and to State Principals' Associations in two significant ways.

1. A SEPTEMBER ISSUE OF THE BULLETIN

There will be *nine* issues of THE BULLETIN instead of eight, as formerly. This additional issue is this September publication. We intend to maintain the same high professional standard of the past, which has placed THE BULLETIN among the first ten educational publications "used in educational research" of a total of 750 educational publications in the country as per the study of *School and Society*. Walter E. Hess, Manager Editor of Publications will continue the editorial direction and management of THE BULLETIN under his new title *Assistant Secretary of Publications*.

2. AN ADDED PROFESSIONAL MEMBER TO THE CENTRAL OFFICE STAFF

Dr. Ellsworth Tompkins, formerly Specialist of Large High Schools, the *Office of Education* of the United States Department of Health, Education, and Welfare, joined our staff on September 1, 1955. Dr. Tompkins has had extensive experience as a teacher, instructor, and administrator on all levels of secondary education. He has conducted courses on many aspects of secondary education at San Francisco State College, Stanford, Northwestern, Harvard, Columbia, and other institutions of higher learning. He has also conducted workshops and conferences on junior high-school education in several sections of the country. He has served as an educational adviser and consultant to school systems in this country and abroad, including junior and senior high-school study committees in Racine, Wisconsin; the Nine-State Negro High School Workshop in New Orleans, Louisiana; the Ministry of Education in Turkey, where 100 junior and senior high schools were surveyed; and the official delegate for the United States to the Inter-American Seminar in Secondary Education held in Santiago, Chile, in January, 1955.

Many studies on critical administrative areas of junior and senior high-school education have been made by Dr. Tompkins. Many of the recent publications on secondary education from the United States Office of Education have been prepared by him. He has had numerous articles on extraclass activities, class size, drop-out issues, curriculum studies, school schedules, and administrative problems published in educational publications during the past six years.

Dr. Tompkins will take over several growing and new professional activities now carried on in the central office of your association; associate himself with the work of the the most active committees of the Association, carry on needed studies in secondary education, and represent the Association in state and regional meetings on junior and senior high-school education. He will also be available for a limited number of engagements at conventions of the state principals' associations through arrangements with Executive Secretary, PAUL E. ELICKER.

The Bulletin

OF THE NATIONAL ASSOCIATION OF Secondary-School Principals

This Association does not necessarily endorse any individual, group, or organization or the opinions, ideas, proposals, or judgments expressed by authors of articles or by speakers at the annual convention of the Association which are published in THE BULLETIN.

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THE NATIONAL ASSOCIATION OF SECONDARY-SCHOOL PRINCIPALS

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WILL YOU RESPOND?

DURING any given school year your association receives hundreds of letters making inquiries for information concerning a great variety of subjects that pertain to the secondary school. In many instances these letters request information as to specific schools that are trying to solve certain problems or are giving attention to specific activities. Included in these letters are requests for information about such areas as follows:

1. Career day or senior day
2. High schools that have no study halls (or study periods)
3. High-school buildings very economically constructed with little handicap to the school program of studies
4. High schools offering courses in journalism
5. Various methods of developing the master class schedule
6. Drop-out studies
7. Solving the smoking problem of the pupil and faculty
8. Approximate cost for a student to attend high school
9. Methods of grouping pupils
10. High schools that present different types of diplomas to their graduates
11. High schools that offer no algebra below the tenth grade
12. High schools that offer no Latin below the tenth grade
13. High schools that have developed criteria for the selection of textbooks
14. Special classes for the improvement of reading
15. School sportsmanship code
16. Have a balanced program of home work so that no pupils have heavy assignments some nights and none other nights
17. What percentage of graduates are married 90 days after graduation, Boys, Girls, Total
18. Junior high schools that have developed evaluative criteria

If your school participates in one or more of these areas, would you please write a brief description of each (include pupil enrollment of your high school) and mail it to the address below? We assure you that your response will be appreciated.

NATIONAL ASSOCIATION OF SECONDARY-SCHOOL PRINCIPALS
1201 SIXTEENTH STREET, N. W.
WASHINGTON 6, D. C.

Reading Problems in the Secondary School

THIS excellent presentation of several significant aspects of the "Reading Problems in the Secondary School" was prepared under the direction of Dr. Marx J. Herzberg, former principal of Weequahie High School, Newark, New Jersey, and past President of the National Council of Teachers of English. This issue of THE BULLETIN will be supplemented in the October, 1955, issue of THE BULLETIN by an extensive study on a "Reading Program for the Gifted Student in Secondary Schools" by Dr. Cora Lee Danielson, former supervisor of Gifted Children in the Los Angeles City Schools, and sponsored jointly by the California State Committee on Developmental Reading and the California Association of Secondary-School Administrators.—PAUL E. ELICKER, Editor.

Introduction Trends in English Teaching

THIS issue of THE BULLETIN of the National Association of Secondary-School Principals is the second prepared in co-operation with the National Council of Teachers of English. The first, which appeared in February, 1946, under the editorship of Max J. Herzberg, dealt with "The Emerging Curriculum in English in the Secondary School." The present issue follows a decade of intense activity on the part of the Council in the preparation of an elaborate new series, under the directorship of Dora V. Smith of the University of Minnesota, that deals with the "English Language Arts." Two volumes have already appeared—one called by the name of the series, another with the title, *Language Arts for Today's Children*, and devoted to the elementary grades. A third, dealing with the secondary schools, will appear shortly; and two others will discuss curricular and other problems in academic and in teachers colleges.

In the course of the past decade, many new aspects of old problems and some new problems have been vigorously discussed by English teachers at their annual conventions, in the meetings of the Council in more than 120 regional and other local affiliates, and in the pages of the Council's three journals. It was felt by

the officers of the National Association of Secondary-School Principals and by those of the National Council of Teachers of English that administrators of our secondary schools would be interested in learning something of new attitudes among English teachers and their proposed solutions to problems old and new. The pages that follow give what we believe are stimulating discussions of some of these attitudes and problems.

Thus *reading* remains a perennial problem of our secondary as of all our educational institutions. The cry, "People don't read any more!" is still heard despite the fact that today many books, especially in the non-fictional field, are sold in hundreds of thousands of copies, that paper-bound books have sold in the hundreds of millions in the past decade, and that many of our magazines and newspapers often in single issues provide as many words for reading as the ordinary book does.

In this issue some novel aspects of reading are examined. We have, for example, heard much about non-readers and reluctant readers, but everyone knows that there are rapid readers, too, and that psychologists long ago discovered that skillful rapid reading was every bit as accurate and assimilates as thoroughly as slow reading does. Helen S. Grayum, after careful research, has set down one of the most important arts of the rapid reader in her paper on *skimming*. All rapid readers *skim*. This tells more about this "fine art for modern needs." Dwight L. Burton, new editor of the *English Journal*, describes campaigns to get students to read. An important realm—co-operation with trade publishers—is described in Margaret W. Dudley and Ken McCormick's valuable article. Constance Carr deals effectively with so-called *non-literary materials*, including the comics. Edward J. Gordon shows how useful the study of fiction can be.

Teachers observant of high-school students, especially in metropolitan areas, report a curious phenomenon—students are, to an amazing extent, reading the paper-bound edition of *The Blackboard Jungle*. It does not matter that some of these students have seemed to their teachers in the past reluctant or poor or even non-readers. They all read the book avidly and rapidly and understand its language with no trouble. One thinks, in this connection of the man who is perhaps our greatest expert in the field of reading—Paul Witty of Northwestern who, with his constant emphasis on *interest* as the clue to reading success, has provided for this issue a survey of the entire reading field, from the elementary grades up—a survey that is particularly valuable at this time.

Richard Corbin, whose textbook in English has one of the very few excellent chapters on semantics, points out how important it is in a world confused by sudden and vast movements in the field of communication to understand the symbolic and abstract nature of language—in other words, semantics, even for the high-school student.

Back in 1946, in the last issue of THE BULLETIN devoted entirely to the teaching of English, Robert Pooley wrote on grammar and devoted most of the article to classroom techniques and particularly the relationship between usage

and grammar. In this issue he presents the conflict that is inevitably before us between traditional grammar and the work of the linguistic scholars. Administrators have for a long time been trying to get to the bottom of this conflict, which seemed to be one that could be understood only by teachers of English. Dr. Pooley does much to help us see the basic issues in his article, "Looking Ahead in Grammar."

Spelling and the three R's are of course perennial subjects of debate. Herbert G. Epsy, Maine's able Commissioner of Education, decided to find out for himself just what was happening and what ought to be happening in this realm. You will find his conclusions in his analysis of "Criticism and the Three R's." An English chairman of department, Hardy R. Finch, gives counsel on what a principal can do to help produce better spelling in his school in his "Memo: To a High-School Principal." In his article on *School Papers: Opportunities and Procedures*, William D. Boutwell explains, out of a very wide experience, what opportunities of many kinds such publications offer, what problems they present, and what procedures may most usefully be followed to solve these problems.

Radio and television have focused our attention on the problem of teaching our pupils how to listen and speak. Leon C. Hood, chairman for a number of years of the Council's Committee on Television and Radio, summarizes in "Learning To Listen to English" some of the skills which should be taught if our people are to become intelligent and discriminating listeners. This is an area of English teaching which needs much more emphasis than it has received up to now.

Every administrator of high-school programs of study debates continually the question: Where should speech instruction be offered? James D. Pletcher explores this as well as some of the other "Persistent Problems in the Teaching of Speech."

Many of the problems of the secondary-school principal could be solved if the teacher training institutions prepared teachers adequately. Edwin S. Fulcomer explains just what the Teachers Colleges are trying to do for our future teachers, teachers who must face a vast number of students of varying ability and interest who are remaining in the high schools for instruction and who must face a world of increasing complexity in which reading, writing, and rhetoric are no longer the sole avenues to competent understanding and expression.

"How Much Testing and What Kinds of Tests in the English Language Arts" by Peter M. Miller, acknowledges that reading and to some extent writing are the two areas where most testing will occur in your school. Where and why should standardized tests be administered? Where should teacher-made tests be used? Can English really be tested by objective tests? Answers to these questions would lay to rest many of the administrator's headaches.

Pupils who will not continue their education beyond high school must be identified and given a broader and richer course in English than those who are going on with further study where they will have opportunities not available

to those who go out into industry from our schools. Employers want quite definite skills, too. Helen Thornton points up these requirements in her article on "English in Terminal Secondary Education."

Slow learners' problems draw the largest audiences at education conventions. Slow, retarded, reluctant pupils provide the greatest challenge to administrators and teachers of English. Should we put on the "heat" or let up on these hard-pressed boys and girls? Agnes McCarthy, who has had outstanding success with classes of slow learners tells us something about "Teaching Slow Learners To Write."

Over and over again throughout the articles in this issue of THE BULLETIN will be found the admonition that learning is a self-process which is impossible if the climate is not conducive to learning. Pupils will read better if they are interested; the intricacies of language will be more easily taught if there is a good relationship between the pupil and the instructor; goals in reading, writing, speaking, listening, and thinking will be more effectively achieved if teachers are not too concerned with the excellence of their "subject" product, but more deeply concerned with the learning that takes place in the process of production. Duglad S. Arbuckle in his "The English Teacher as a Counselor" underlines the well-known fact that, if English language arts are to be taught, the teacher must create a classroom climate such that growth may take place.

As a conclusion, Margaret M. Bryant gives us a forward look into the scientific aspects of our language. It is an accepted fact that our teachers of science must be ever alert to the rapidly changing field of knowledge in their respective departments of knowledge. Equally herculean is the English teacher's task of keeping abreast of the changes constantly being wrought upon our language. High-school principals can get a glimpse of the ways that their English teachers can equip themselves to cope with the expansion of the vocabulary and the new approaches to problems of usage.

MAX J. HERZBERG
*Director of Publications and
Past-President of the NCTE*

LEON C. HOOD
*Past-Chairman of the High-School
Section of the NCTE*

An Articulated Program for Teaching Reading Skills from Kindergarten to College

PAUL WITTY

AT ONE time leaders in the field of reading instruction stated that the primary objectives from the standpoint of the child were (1) to learn to read, and (2) to read to learn. The more recent emphasis upon reading as a meaningful pursuit has altered this concept; emphasis is now placed upon reading acquisitions that are meaningful and useful. Moreover, students of child development and psychology stress the value of a reading program built to satisfy children's interests and needs at different stages of growth. Accordingly, reading is thought of as an activity through which the child (a) may obtain information he needs in order to gain an understanding of himself and his own behavior; (b) may gain information which will enhance his understanding of social problems and, hence, improve his social adjustment; and (c) may satisfy his need for recreation or "escape" in a beneficial and pleasant way. Such an approach does not regard the acquisition of skills as a separate problem. Instead, effort is directed toward securing outcomes of maximum utility and application at all times. With this point of view in mind, it is of practical value to differentiate the following stages: (1) the period of reading readiness, (2) the stage when children make rapid growth in the ability to read very simple materials, (3) the period of rapid growth in reading comprehension and speed, and (4) the stage of wide reading for varied purposes. Wide reading for varied purposes includes reading at the high-school and college levels.¹

READINESS FOR READING

The modern teacher appreciates the fact that not all children will be ready to read at the same time. Research shows, however, that most children in a typical American community will be able to attain some proficiency in reading simple materials during their first year in school if they are given appropriate guidance and direction. Accordingly, the first-grade teacher assumes responsibility for: building up the physical condition of every child and for making sure that defects in vision or hearing are corrected; maintaining a classroom

¹ Cf. Paul Witty, *Reading in Modern Education*, Boston: D. C. Heath, 1949. See also Elbert Lenrow, *Reader's Guide to Prose Fiction*, New York: D. Appleton-Century, 1940.

Paul Witty is Professor of Education and Director of the Psychological-Educational Clinic at Northwestern University, Evanston, Illinois. He is also author of many books and articles.

atmosphere which will aid in the development of self-confidence and social adequacy; and providing rich and varied experiences which are essential for meaningful vocabulary and language growth.

The above items are of primary importance since they establish the basis for effective learning. Important also are other classroom activities which help to prepare the way for reading:

Varied forms of language activity associated with children's experiences and interests

Opportunities for children to hear and to tell stories

Activities which enable boys and girls to enjoy rhymes, jingles, and poems

Experiences which lead children to become interested in books

Abundant activities in which pupils enjoy and interpret pictures

Experience in dictating stories and in examining the records or charts

Opportunities for every child to acquire a basic stock of sight words

Exercises in auditory and visual discrimination, and in other simple skills such as the left to right movement of the eyes in following the sequential arrangement of lines and pictures.

It is well to bear in mind that the requirements of a readiness program include: an enthusiastic, capable teacher; a friendly classroom atmosphere; wide experiences for pupils; and abundant opportunities for individually suitable language expression.

ABILITY TO READ SIMPLE MATERIALS

The first pre-primer should be chosen with great care since many children will be affected all the rest of their lives by the attitude engendered during this first experience in reading from a book. The pre-primer should contain a sufficiently large vocabulary to present a lively story which will challenge the child and awaken his interest in reading. Pre-primers, if chosen carefully, make an important contribution to the child's development. They provide interesting, vivid illustrations which help the pupil obtain the meaning of the story; they foster interest in books through the presentation of familiar incidents or activities in attractive *story* form; they extend and enrich experience; and they provide the basis for an orderly introduction of vocabulary. The guides and practice materials contain suggestions or exercises to develop skill in phonics and word-analysis.

In addition to the rich experience provided by appropriate pre-primers, two types of activity should also be stressed to develop clear concepts and promote rapid growth in reading: (1) varied firsthand experience; *e.g.*, games, trips, caring for animals, *etc.*, and (2) wide use of supplementary readers and picture books. Children's general interest in animal stories should be satisfied first through direct experience with and observation of animals, and later through well-illustrated books about dogs, cats, goats, and other animals. Supplementary pre-primers containing suitably controlled vocabularies are now available at very low cost. These books contain animal stories of home and school life—topics

of general appeal to primary children. Almost all young boys and girls enjoy, too, the simple *Walt Disney Story Books* and the *True Books*. And certain time-honored favorites continue to attract them. Some children's books appear each year which rightly become popular. The teacher should be alert to discover these volumes by examining new books or reviews of them in periodicals such as *Childhood Education*, *Elementary English*, and *The Horn Book*. After a child has had considerable practice and pleasure in reading easy stories and has demonstrated his ability by successful completion of his textbook, he should proceed to the next stage. But he will need careful guidance, systematic instruction, and much practice in reading. Very simple primer materials such as *Peanuts the Pony*, *Frisky the Cat*, and stories such as Hall's *Watch the Pony Grow* and McCloskey's *Make Way for Ducklings* are examples of materials for young children which contain a low vocabulary load, simple sentences, and stories of high interest.

RAPID GROWTH IN READING POWER

In the intermediate grades, certain skills involved in reading more varied content will require attention. A variety of materials to be read for different purposes should be introduced at this time in an effort to lead every child to make varied applications of his growing reading power. Practice books offer one kind of experience a class or a particular pupil may need to accomplish this purpose. The well-made practice book has a number of important characteristics: (1) it includes exercises based on content which is *part of a whole story*, not isolated paragraphs; (2) it offers the teacher an opportunity to provide for individual needs; and (3) it extends the content of the basal text and thus helps in satisfying the varied interests found within every group.

Growth in oral reading continues in the intermediate grades, although not so rapidly as during the primary years of school. Children should continue to have abundant opportunities to read aloud in good audience situations, sharing stories which they have composed or read. However, efficient silent reading with a minimum of tedious and profitless word calling is the main objective of instruction.

In silent reading, too, improvement in rate is most rapid in the primary grades. By the time the child is in the fourth or fifth grade, he will have attained a relatively mature rate of silent reading. In fact, if his instruction has been properly planned, he will have achieved, by the time he enters the sixth grade, as rapid a general reading rate as he will need. From this time on, the problem becomes one of adjusting rate to the type of material and to the purpose in reading.

SOME SKILLS OF IMPORTANCE

Space for this article precludes detailed discussion of reading skills. The writer will mention only a few important skills. Reading to obtain material

or information relevant to a particular problem is a skill which must be cultivated. Summarizing too is a technique which must be developed. Practice in summarizing provides an excellent means of helping some children improve their general comprehension of reading materials by leading them to grasp and organize meanings.

Noting details is another skill in which some children, poor readers especially, need much practice. This need is found among high-school students as well as in elementary-school pupils. As the child approaches maturity in the development of reading skills, he needs to be encouraged to read critically. He should be led to inquire: Do the materials afford an adequate basis for the conclusions reached? Are the basic assumptions upon which the author has proceeded justified? Many other such questions can be asked, depending upon the nature of the materials.

Another need that pervades reading programs at all levels is the development of general and specialized vocabularies. The current interest of teachers in the science of semantics has resulted in a renewed emphasis on vocabulary building and has focussed attention upon the way *context* affects meaning.

One of the most difficult tasks confronting teachers is the development of a clear understanding of conceptual words—words that have no direct objects to which they may be referred. These words form the “core” of the vocabulary in the social studies. Difficulty with these words frequently precludes communication, creates confusion, and actually may lead to serious misunderstanding or emotional disturbance. A soundly conceived reading program makes provision for the mastery of conceptual terms by offering students an opportunity to discover their meaning through investigation, discussion, and critical study.

UNIVERSAL PROBLEMS IN READING INSTRUCTION

In addition to the foregoing emphasis on habits, skills, and vocabulary, there are three other aspects of reading instruction which apply to every class and to every child. The first is associated with the teacher's efforts to gain an understanding of each child, his background of experience, and his needs; the second relates to the provision of varied reading materials to satisfy individual needs; and the third implies the development of simple but valid ways of evaluating and recording growth in reading. These items are of great importance in developmental reading programs.

STUDYING PUPILS AND THEIR NEEDS

It is obvious that before initiating instruction in reading at any level, the teacher should know the actual reading attainment of every pupil in his class. This information can be partially obtained from standardized reading tests.²

² At the elementary-school level, the *Stanford* or the *California* tests may be employed, while at the high-school level, the *California* and the *Iowa* Tests may be used.

In addition, the teacher should ascertain the nature and extent of each pupil's reading from books and magazines of various kinds. It is clear that, to understand a pupil's status in reading, the teacher should employ data from standardized tests and should assemble additional information revealing the pupil's vocabulary, his ability to read and use different types of materials, and the amount and nature of his reading experience.³

In offering reading instruction, the teacher requires not only facts about each pupil's reading, but also information pertaining to his interests and to his personal social adjustment. Such data may be obtained from interest inventories, anecdotal records, and observations of various kinds. These data may be employed in association with others to afford a sound basis for planning appropriate and profitable reading experiences for a class or for an individual.

The value of an approach to reading through interest and need is gradually being acknowledged. For studies have repeatedly shown that successful and meaningful experience in reading may contribute to mental health. It is recognized of course that experience in reading alone will not result in wholesome development of young people. However, if the reading of books is used in association with other activities, it will foster desirable growth.

SOURCES FOR VARIED MATERIALS

A good reading program requires abundant and varied materials. A developmental program, by offering wide reading experience from a variety of carefully chosen materials, will care for individual differences. Teachers are using indexes, such as those developed by the American Library Association, to locate short stories of particular suitability for classes or individuals. Librarians, too, are working with teachers in an effort to offer boys and girls individually appropriate and varied reading experience. Book companies are also co-operating by publishing good literature at low cost for use in every grade from kindergarten through the high school. Some companies, too, are publishing series of books on current topics which offer the pupil stories of literary excellence and, at the same time, provide a natural relationship with the social studies. Science stories also receive serious attention in a developmental program.

It is necessary, therefore, for teachers to become thoroughly acquainted with books for children and young people. Very helpful professional books are now available to aid teachers in gaining this information. And other sources are accessible to teachers. For example, an introduction to popular books for children may be obtained from *Growing with Books*, an annotated list of good books published at low cost for schools by the Cadmus Company.⁴ For teachers of adolescents, the American Library Association's *By Way of Introduction*, is

³ A more detailed discussion of this topic is to be found in the writer's book, *Reading in Modern Education*. Boston: D. C. Heath and Company, 1949.

⁴ The books are available through E. M. Hale and Company, 119 South Dewey Street, Eau Claire, Wisconsin.

a comprehensive and valuable source. *The National Council of Teachers of English* also has developed a number of guides and lists; *Books for You* is especially helpful. Similarly valuable are the volumes: *Good Reading: A Guide to the World's Best Books*, and *The Wonderful World of Books*—both published by The New American Library (501 Madison Ave., New York 22) as *Mentor Books*.

Not only in fiction and in novels will the teacher find appropriate material to satisfy pupils' needs and interests. In biographies and factual presentations, too, he will find valuable help. Attention should be directed to the splendid biographies that are now being published. For example, *The Landmark* and the *World Landmark Books* of Random House provide relatively easy materials from which some high-school pupils will profit. *The Real People Series* of Row, Peterson and Company is also excellent for this purpose.

It is important, too, for the teacher to try to see that the reading program is balanced. It should be balanced in caring for diversified interests, needs, and abilities. Such a program, we have seen, requires the use of many and varied materials—stories, informative accounts, and biographies. The reading of magazines and newspapers is also a phase of a balanced reading program. For many high-school pupils' reading level, *Read* is especially valuable.

READING TO SATISFY DEVELOPMENTAL NEEDS

Developmental reading programs are designed not only to satisfy interests, but also to help pupils meet recurring life needs. A number of teachers are recommending books as an important means of helping to meet developmental needs. They believe that certain books may contribute greatly to pupils' growth and wholesome development. Robert Havighurst has presented this point of view in *Developmental Tasks and Education*.⁵ According to this writer, a developmental task is "a task which arises at or about a certain period in the life of an individual, successful achievement of which leads to his happiness and to success with later tasks while failure leads to unhappiness in the individual, disapproval by society, and difficulty with later tasks . . ."

Following are illustrative tasks which Havighurst stresses as important for adolescents: (a) acquiring emotional independence of parents and other adults, (b) achieving assurance of economic independence, (c) selecting and preparing for an occupation, and (d) desiring and achieving socially responsible behavior.

At the Northwestern University Psycho-Educational Clinic, books have been employed to aid children in making desirable adjustments. A list of needs that characterize children at various levels of development has been drawn up. This list includes such common needs as: understanding oneself better; adjusting to one's peers or associates; understanding and participating effectively in family

⁵ Quoted by Alice R. Brooks. "Integrating Books and Reading with Adolescent Tasks," *The School Review*, Vol. LVIII (April 1950). Chicago: The University of Chicago Press, 1948. pp. 211-219.

life; understanding and appreciating art, science, and music; achieving an understanding of occupations; attaining language skills; and understanding democratic values. The titles of books which may contribute to the fulfillment of each need are assembled according to reading difficulty and are suggested when study of a pupil discloses his need. For example, such a book as Elizabeth Yates' *Amos Fortune: Free Man* may assist a middle-grade pupil to adjust to problems faced by a minority group as well as to aid him in the development of an appropriate ideal of self. Similarly, novels by other contemporary writers may provide the adolescent with an opportunity for individually appropriate identification and also with an opportunity to attain a better understanding of himself. Books selected from *Ladders of Human Relations* will aid some high-school pupils in their efforts to understand other pupils.

After pupils are studied in the Psycho-Educational Clinic, various activities, including the reading of certain books appearing on the list, are suggested. In particular cases, books have been used with remarkable success in helping children and young people meet personal or social problems. The Clinic list is only one of several such lists which have been recently compiled. An excellent bibliography of this type was published as a March and April, 1950, supplement to the *Chicago Schools Journal*.⁶ This bibliography contains annotated references for books arranged under seventy-eight headings. Useful books on many topics are listed also in *The Combined Book Exhibit*.

READING PROGRAMS FOR HIGH SCHOOL PUPILS

There is a tendency to offer two types of reading opportunities in superior high schools. The first is remedial. It is probable that increased numbers of remedial programs will be initiated to care for the young people who in recent years have been taught in classes of exceedingly high enrollments. But there is need also for junior and senior high schools to continue instruction and offer developmental programs in reading. In these programs, every teacher will be considered a teacher of reading, and the special reading skills necessary in every subject field will receive attention.

David L. Sheperd, a reading consultant in the Norwalk, Connecticut, school system, has described in an article entitled "A Secondary Teacher Views Elementary-School Reading" a very successful endeavor in remedial reading. This writer states:

By working on a continuous program such as is being established in many school systems, the elementary-school teachers become more aware of the pupils' reading needs in the secondary school. And equally important, the secondary-school teacher becomes aware that he must carry on the development of reading skills begun by the elementary school.

⁶ LaPlanre, Effie, and O'Donnell, Thelma. "Developmental Values Through Books," *Chicago Schools Journal* (Supplement) March and April, 1950. See also Alice R. Brooks, "Integrating Books and Reading with Adolescent Tasks," *The School Review*, Vol. XLIII, pp. 211-219.

Does such a program really work; really bring about co-operation and better understanding? It does, for in the Norwalk, Connecticut, school system we've initiated just such a program. In the English department it's been working for a year and will continue. Now we are about to expand it to cover the whole school curriculum.⁷

In reading programs for high-school pupils, extensive use is made of films, filmstrips, and other aids such as the tape or wire recorder. For example, Phyllis Bland introduces the reading program in the Evanston Township High School through use of the film, *Better Reading*, and employs the Reading Accelerator and the Flash-Meter as motivating devices. Filmstrips, too, have been found to be very effective for building vocabulary. At the present time, *How to Become a Better Reader*, published by Science Research Associates, (57 West Grand Ave., Chicago 10) is used as the text in the reading improvement program. The following description sets forth some features of this work:

... A full-time reading consultant has been appointed and has been given ample time and diversified materials for use with individuals. One of the major purposes of the program is to encourage the improvement of reading within every classroom rather than merely to offer remedial services. This developmental program has emphasized four types of instruction to improve reading: (1) remedial classes as substitutes for freshman English, (2) skill classes for upper classmen, (3) individual diagnostic work for students having special problems, and (4) emphasis upon growth in reading in all classrooms.⁸

APPRAISING GROWTH AND DEVELOPMENT

In recent years, attention has been called to the need for considering evaluation as a significant phase of a developmental reading program.⁹ In order to estimate the amount and character of growth, the teacher must have obtained a fairly comprehensive understanding of each pupil's status at the beginning of a period of instruction.

Systematic records are kept of each pupil's development. On these records, space is provided for entering data regarding the pupil's progress in developing effective habits and skills, judged by periodic testing and observation. His improvement in reading habits and tastes may be estimated by reference to notations concerning his reading in and out of school; and his growth in personality traits may be appraised by the use of additional ratings, judgments, and responses during interviews. Finally, with older pupils especially, the pupil's own evaluation as well as the reports of parents may be utilized.

In these ways the teacher can estimate the extent to which the reading program is actually affecting pupils' lives. When such an approach is widely fol-

⁷ Sheperd, David L., Secondary Reading Consultant, Norwalk, Connecticut. "A Secondary Teacher Views Elementary School Reading," *Grade Teacher*, Vol. LXXXI (November, 1953), pp. 86-91.

⁸ Bland, Phyllis. "Adjusting Instruction to Individual Differences in Grades Ten to Fourteen," *Improving Reading in All Curriculum Areas*. (Compiled and edited by William S. Gray.) Supplementary Educational Monograph, No. 76, (November 1952.) Chicago: The University of Chicago Press. pp. 44-45.

⁹ Bland, Phyllis, *op. cit.*

lowed, youth will come to enjoy the act of reading as well as the results. Accordingly, more efficient reading will transpire, and happier, better adjusted boys and girls will be found in our schools.

America Reads, But What: The Significance of Non-Literary Reading Materials

CONSTANCE CARR

THE COMIC BOOKS

YES, America does read the comic books—to the tune of 80 million copies published every month. At least that is the figure that has been accepted by the Senate Judiciary Committee which investigated juvenile delinquency. The literature for the past five years shows how the number has crept up. No one is so naive as to think that youth are the only comic book consumers. One set of figures from *Newsweek* in 1951 says that forty-nine per cent of the total population reads comics. Sixty per cent of the readership is adult and forty per cent juvenile. At what point "adulthood" is reached is an arbitrary spot when looking at such figures as these.

One of the stories you see in various references in the literature is that during World War II at army post exchanges, the combined sales of *Life*, *Reader's Digest*, and *Saturday Evening Post* were exceeded by comic books by a ratio of ten to one. An added point to the amount of comic book reading is a rough guess that each comic book averages at least three readers. Youth never throw comic books away—they are passed from hand to hand and are probably the most common item of barter today.

Dr. Wertham, of the *Seduction of the Innocent* fame, claims that children spend two to three hours a day reading comic books. Since Dr. Wertham is a psychiatrist dealing with disturbed children in the heart of a slum section of a city, there is some doubt that his figures would be based on the average child. Besides, there are not enough hours in the day to put all the statistics one might gather on how children spend their time. Those checking on television claim that the average time spent viewing television is roughly equal to the amount of time the child spends in school. Then we have activities such

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as eating and sleeping—most children do spend time in active play—so we get more than 24 hours in a day.

TO DEFINE A COMIC BOOK

Comic books are, of course, the 64- to 72-page periodicals printed on pulp paper with self-cover, usually in four colors. Each book has five or six stories told through pictures with the conversation carried in balloons over the speakers head. Books generally have a central character who appears in all the stories. However, that point sometimes falls by the wayside when the object of the book is crime or horror. The comic books carry advertising which is one of the points for criticism by the critics. One study said 13.4 per cent of space was used for advertising. Often there is a page or two which carries a story or message and no pictures.

Comic books fall into almost the same categories that juvenile fiction would fall. One study found the content divided in this way: the highest percentage of material was in westerns (11.1%), then adventures, animal antics, love stories, detective stories, supermen, adult antics, adolescent antics, jungle stories (2.6%), children's antics, sports stories (.5%). The typical comic magazine contains 10,000 running words, 92 per cent of these words are among the most common 1,000 in the Thorndike list. By readability tests they are judged to fifth or sixth grade reading difficulty.

No one can now judge today's comic books by what they see in the comic strips in the newspapers. Comic strips or funny papers help to sell a newspaper and because they reach so many homes simultaneously anything subject to criticism is immediately felt by the newspaper. So the newspapers do exert a strong influence on the material in their funny papers.

Criticism of the comic books does not generally apply to the comic book technique. You have probably seen the efforts of certain groups to bring general information to the general public through this technique; such as, the New York State Department of Mental Hygiene's booklet on *Blondie* in which the Bumstead family meets problems and gains understanding of such principles of psychology through stories entitled, "Scapegoat," "Love Conquers All," "Let's Face It," and "On Your Own"; and the King Features Syndicate's "service" comic books *Dagwood Splits the Atom* and *This Is America* which is an explanation of our government.

WHAT IS BEING DONE ABOUT COMIC BOOKS?

The *Education Digest* is full of references on the comic books. Everyone is talking about them and many individuals, groups, and even the government is trying to do something about them.

One book that has evoked much controversial comment is Dr. Wertham's book, *Seduction of the Innocent*. I, too, have read it. But I cannot go along

with the major premise—which is to do away with all comic books—because I do not believe it is possible. It is a negative approach to a problem—children are showing a great desire to read; let's use that desire constructively. Wertham says the animal comics begin the process of the "seduction of the innocent" by starting the children on this form of reading. I would agree wholeheartedly with his condemnation of the horror-and-crime comics. They comprise 25 per cent of the \$120,000,000 business.

The best review of the comic book problem in the home and Dr. Wertham's book appeared in the June 1954 issue of *Commentary* by Robert Warshow. It is called "Paul, the Horror Comics, and Dr. Wertham" with the subtitle "Communique on an Unequal Battle." Mr. Warshow says:

Dr. Wertham pursues his argument with a humorless dedication that tends to put all phenomena and all evidence on the same level . . . Dr. Wertham will take at face value anything a child tells him, either as evidence of the harmful effects of the comic books . . . or as direct support for his own views . . . I suspect it would be a dull child indeed who could go to Dr. Wertham's clinic and not discover very quickly that most of his problematical behavior can be explained in terms of the comic books.

But constructive action is going on and I believe that parents and teachers owe it to their children to give support to such movements. Cincinnati has a Committee on the Evaluation of Comic Books, which makes an annual report. It is composed of 70 to 80 members of the community who are well qualified to judge each comic in terms of the criteria set by the committee. The 1954 report (annually carried in *Parents'* magazine) covered 384 comic books. The committee found 59 per cent suitable for children and young teenagers. The criteria devised by this committee are well worth studying. The criteria are divided into three large areas: (1) Cultural—which includes art work, printing, color arrangement, diction. Situations that do not offend good taste from the viewpoint of art or mechanics. (2) Moral areas—an acceptable or uplifting plot, wholesome characters properly dressed for situation. If crime enters the plot, it is incidental. Any situation that does not compromise good morals. (3) Morbidly emotional-over-realistic portrayal of death or villains, sinister creatures given grotesque, fantastic, unnatural portrayal. Imminent death of a hero or heroine. Each of these three divisions is broken down and comic books are classified as "No Objection," "Some Objection," and "Objectionable."

Comic books have been the subject of the U. S. Subcommittee To Investigate Juvenile Delinquency. Last spring (1954) their investigations aroused great interest. Although the findings have not yet been published, letters to the committee show that parents are already helping to control crime-and-horror comics by exerting a boycott.

Publishers' Weekly (November 13, 1954) reported the formation of a voluntary self-censoring code of the comic book industry. Twenty-six of the twenty-nine publishers of comics in the United States are members. New York Magis-

trate Charles F. Murphy was appointed as comic book "czar" with power to expel from the association any member who does not adhere to the code.

In general, this code provides that scenes of excessive violence shall be prohibited, that no comic book shall use the word "horror" or "terror" in its title, that suggestive or salacious illustrations shall be banned, that no comic book will present details of a crime. At the same time, Judge Murphy announced in an advertising code for comic magazines which prohibits ads for knives, gun facsimiles, pin-ups, fire-arms, and gambling equipment.

New York State had a Joint Legislative Committee To Study the Publications of Comics. It was originally set up in 1949. The report made in 1954 recommends legislative action, at least to the extent of prohibiting "tie-in" sales, a process by which distributors of comic books force retailers to take certain proportion of crime-and-horror books in order to get good comic books. Such tie-ins are already banned in New Jersey and Idaho.

Judge Thomas L. Zimmerman, writing for *Junior Libraries* (Sept. 1954, "What To Do About Comics"), asks whether it is possible to ban comics without serious abridgement of all our concepts of freedom of the press? Is it desirable? He says further, "All the laws so far proposed to ban comics have seemed to many lawyers likely to be ruled 'discriminatory' by the courts I have not heard of any law or ordinance that promises to do even as much as can be done informally by people of good will acting singly and together."

WHAT DOES IT MEAN?

The rise of the comic book phenomena in the last fifteen years has certainly had many people looking askance. But perhaps the interesting phenomena is that there has been no parallel decrease in other reading matter! The number (and the variety) of books for children and for adults have been published in increasing numbers. The same period has seen an increasing circulation in magazines—many new ones have entered the field. A few magazines have fallen by the wayside, but it is doubtful if the publishers of those magazines lay the blame at the door of comic books for drawing their audience away.

In other words, our American public has been doing a great deal more reading. Perhaps the people promoting reading methods during the 1920's, 30's and 40's might take some credit. Actually it gets into more fundamental conditions of sociology, economics, and the ability to produce the materials.

The problem the American schools will have to meet is one of improving taste. I do not believe that there has been a lowering of the level of taste—there are just more people doing more reading. We cannot measure taste by the classics that are read. There are no certain books that are good for everyone. But there are *good* books for each child or adult. It takes so long for good books to become classics. At least in the realm of children's literature there are a number of books in the last fifteen years which I would feel have classic value for the reader.

My definition for classic value is one that has honesty and sincerity of a presentation of a truth for our times presented in well-written prose. Such books as Krumgold's "*And Now Miguel*, Esther Forbes' *Johnny Tremain*, Armstrong Sperry's *Call It Courage*, and DuBois' *Twenty-One Balloons*" are some I would nominate as modern classics.

WHAT CAN WE DO?

One of the great problems in recognizing and dealing with the comic books is that the people who become most concerned are not the ones who will be closest to the comic book readers. Obviously the sixty per cent of the comic book readers who are adults are not going to fight for better reading fare for their children.

Many groups are taking an active interest in improving the quality of reading matter provided for children. The 1954 Children's Book Week in the Minneapolis Public Library had a special display called "Rx for Comics."

A sixth grade in the Humboldt, Iowa, schools conducted their own survey on the amount of comic reading done by their group and what it cost. Naturally the group will not "give up" comic book reading completely, but individuals will probably evaluate their reading more closely. Best of all, since the project was given publicity, perhaps the community will help to provide a greater variety of reading fare.

The General Federation of Women's Clubs and the National Congress of Parents and Teachers have prepared materials and program helps for their groups who are concerned with the problem. Neighborhoods can work on the problem. One father who lives in a middleclass community near a suburban shopping center said, "Of course my little girl can't buy that kind of comic out there. The parents in the community would react at once if the dealer carried them. We know him, he knows us and depends on us for his business."

As conscientious parents and teachers strive to know what their neighborhoods are providing in the way of comic books, gains will be made. But the greatest gains will be made as the wealth of really good children's literature is made available to more children. We are realizing more and more that our responsibility is for all children and we will need to find practical ways of working wherever we are.

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Cooperation Between Trade Book Publishers and Educators

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KEN McCORMICK

ONE of the problems high-school teachers in all subject fields face daily is how to help students find the appropriate reading materials to supplement their study of texts. Whether the student asks for a book on a particular topic or shows indirectly his readiness for supplementary reading, the alert teacher wants to be prepared. In the ideal high school, all the teachers have the re-

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sources of a well-stocked library and a library staff trained to work with teachers and students. But whether school library services are top-notch or non-existent, teachers themselves need to know how to locate the best books for young readers, and need to have some personal familiarity with them.

The publishers of trade books are more and more mindful of school needs. Although our books, unlike textbooks, are not specifically published to meet curriculum needs, nevertheless the three classes of books we put on the market are each of interest to teachers. These classes are: juveniles, or books written for children; adult books, or books written for the general reader; and a newer category of books specially designed to appeal to the teenager, or "young adult." In recent years, the editors in many publishing houses have done a superlative job of raising the standards of writing for teenage readers. Some of the country's best writers are now doing books for young people as well as books for mature readers. Editors are also doing a much better job than has ever been done before in seeing to it that the real—not imagined—needs and interests of young people are met through a far wider variety of subject matter, in both fiction and non-fiction, available today. The ability of these editors to provide the right books for the individual youngster's needs is due in large measure to the frequent interchange of ideas and information among teachers, librarians, and editors that has grown to be the rule rather than the exception. Information on reading tastes is always welcomed from those who are in daily touch with young people and their problems.

Librarians and teachers have been giving greater attention in recent years to the wide variety of books published annually for the general reader which are also suitable for young people. The listings and reviews of such books provided by *The Horn Book*, by the ALA and public libraries in our large cities, and by the National Council of Teachers of English offer a vital aid to teachers in the secondary schools, particularly in helping them select the right books for the gifted students who can absorb a wide range of supplementary reading and whose reading level is high.

Besides publishing books that find their way onto the shelves of school libraries and into the hands of students and teachers, trade book publishers, through the American Book Publishers Council, are doing a great deal towards the solution of fundamental problems concerned with American reading habits and attitudes toward books. These co-operative activities of publishers, involving close collaboration with educational organizations, are less well known than the output of our presses. But they are significant for schools and for the achievement of basic goals of education.

In 1950, the ABPC established the Committee on Reading Development. The general purpose of the committee was to explore ways of increasing interest in books and awareness of their essential role in our society. The first thing the committee did was to take a careful look at the state of book reading in

the United States today. We invited a group of leading social scientists, specialists in the field of communication, to tell us what is known about who reads what and why. On the basis of existing studies, they drew the following picture.

WHO READS?

The regular use of books is limited to a relatively small portion of the population. Although studies show that 85-90 per cent of the adult population read a daily paper, 80-85 per cent listen to the radio one or more hours a day, and 45-50 per cent go to the movies twice a month or more, the percentage of the adult population that reads one or more books a month is only about 25-30 per cent.

The concentration of the audience is higher for book reading than for the other media—about ten per cent of the adult population do seventy per cent of the book reading. Within the book reading group itself, twenty per cent of the readers do seventy per cent of the reading. Thus, a relatively small group of people accounts for a large share of the reading, and a large majority read very few books or none at all.

The United States has fewer book readers than several other western countries. Surveys in 1949 and 1950 found only 21 per cent of Americans who said they were reading any book or books at the time they were questioned. In Britain 51 per cent had said "yes" to the same question in 1949 and 55 per cent in 1950. Yet the typical Englishman has far less formal education than the American.

Book reading correlates highly with education. The more years of schooling the individual has had, the more likely he is to read books. In one national survey only 12 per cent of the college-educated had not read a book in the preceding years as against 74 per cent of those with only some grammar school education or less. While the book-reading proportion of the population is small, the spread of education tends to increase the proportion of the population that reads regularly. College enrollments in 1947-48 were five times as great as in 1919-20. This single factor is probably most responsible for the gradual rise in the proportion of book readers to the present one quarter of the adult population.

However, the schools are unable to make reading attractive to a majority of their students or to motivate most of them to continue reading after the years of formal education. In a recent survey of college graduates conducted by the American Institute of Public Opinion, five out of six had done no reading of a serious nature in the few months prior to the interview. Only 55 per cent of the entire group could name any recently published book which they would like to read.

Urban residents read more books than rural residents partly because they have had on the average more years of schooling, but perhaps mostly because books are more readily accessible to them. Book readers are heavy users of

other communications media. There are no conclusive studies on the effect of television on reading, but one survey made in 1951 in the New York metropolitan area indicated that, among set owners who had been book readers, book reading declined in the first months of set-ownership but returned to the normal level after TV was no longer a novelty.

Accessibility, as well as educational level, determines both the amount of reading and the kind of reading. Accessibility is probably as important as interest in determining the reader's choice of books.

The limited amount of research available in the field of who reads and why makes clear that there are some definite barriers to the development of a very much wider audience for serious reading; a few people read a lot of books and most people read none, for reasons which may lie mainly within the personality of the individual.

The facts summarized above are derived chiefly from the report of the Conference on Reading Development by Lester Asheim (published in *The Public Opinion Quarterly*, Summer, 1951) and a working paper prepared for the Conference by Bernard Berelson. These data make clear that the size of the reading audience is determined by individual habits and skills on the one hand and accessibility of books on the other. There are thus two fronts on which to attack the problem of expanding the book audience.

The book industry has done a great deal over the past decade to improve the distribution of books and make them available to a wider audience through the development of library services, book clubs, and inexpensive paper-bound books. Much remains to be done, particularly in rural areas.

Meanwhile, book publishers are also concerned with doing what they can to help parents and educators develop in children the habits and skills that are so important in determining whether or not reading becomes a satisfying life-time pursuit.

Naturally, the Committee on Reading Development has turned to English teachers for consultation and guidance. We have asked them to tell us how we can help them carry out their own goals of teaching students to read intelligently and to use the media of communication profitably and pleasurably. Since no such basic problem as the development of reading skills and habits is the exclusive concern of any single professional group, we have also conferred with administrators, school librarians, and specialists in other fields of study.

DEVELOPING HABITS OF READING

One of the most gratifying outcomes of these consultations has been the ready emergence of common ground and mutual determination to work together toward the same goals. As a first step, the Committee on Reading Development arranged a two-day conference in New York last June which brought together a small group from different fields, principally the language

arts, to discuss the role of secondary education in developing or discouraging lasting habits of book reading.

In her introduction to the report of the conference, Jean D. Grambs explains the reason for special attention to the secondary-school years:

The child's earliest encounters with books are obviously important in the development of his future reading habits; but there is a special reading problem with older children at that curious and disheartening transition stage from grammar school to high school when even those children who have been doing quite a lot of reading begin to do less, and the group interested in books typically becomes smaller.

It is during these years and the high-school years that youngsters will make, or fail to make, the transition from children's books (which now seem too childish) and textbooks (which are related to work and to teacher demands rather than to enjoyment and personal needs) to adult books. How to help in that transition was the chief concern of the conference.

That the program of the school can be improved through co-operative understanding and action was a basic assumption in the Conference on the Development of Lifetime Reading Habits. The Conference was concerned with the development of reading *habits*, not reading *skills* (although, of course, there was no disposition to deny that reading involves the use of progressively more complex skills and understandings). The participants sought to recommend specific kinds of action which might contribute to more rewarding student experience with books during high-school years.

The report of this conference (Report of the Conference on the Development of Lifetime Reading Habits, by Jean D. Grambs) is available through Science Research Associates (Chicago, Illinois) for the National Book Committee. Meanwhile, six committees of educators and publishers have been set up to carry out recommendations of the conference on topics ranging from teacher training to publicity for school library needs. For example, a committee will seek to arouse booksellers' interest in greater co-operation with school authorities, and will try to stimulate the initiative of teachers, school librarians, and administrators in treating book stores as local resources comparable to municipal officers and services, banks, libraries, and other cultural assets. In Western European countries where the bookseller has an honored professional status and in a few of our college towns, the book store plays a vital part in the intellectual life of the community. This role might be assumed by more book shops if some effort were made to bring this about.

OTHER CO-OPERATIVE EFFORTS

Besides the current work of the Committee on Reading Development, there are many other programs involving publisher co-operation with schools. For many years, the Children's Book Council has provided information and services of particular value to the language arts teacher and the school librarian. The children's book editors of all the major publishing firms belong to the CBC and work through it to make Book Week a success each November. The CBC furnishes special Book Week materials to schools and libraries—records, posters, bookmarks, and book lists. It arranges traveling exhibits of new books and helps local groups to find co-operating dealers and exhibitors for book fairs

and book bazaars. It publishes a quarterly *Calendar* for 20,000 teachers and librarians throughout the country, and information on how to run book fairs. *Scholastic Teacher Magazine* also publishes a manual on book bazaars and sends out materials, among them attractive book jackets furnished by publishers.

Another notable project is *The Wonderful World of Books*, a handbook for teachers, librarians, and group workers of all kinds. The book, edited by Alfred Stefferud, was published simultaneously in 1953 by Houghton Mifflin (in a hard-cover edition) and by New American Library (paperbound edition). The Committee on Reading Development brought this book into being as an answer to needs expressed at a conference on rural reading called in 1951 by the Extension Service of the U.S. Department of Agriculture. While the book was in preparation, the National Council of Teachers of English and other important educational organizations became interested and joined in sponsoring its publication. The book contains short articles by more than 75 experts on such topics as the pleasures of reading, choosing and using books, reading more effectively, etc. The publishers of the paper edition asked Dr. Eduard C. Lindeman to prepare a discussion guide to go with the book. This was the last project he completed before his death and it has been of great value to many teachers. Copies are still being distributed free on request to the American Book Publishers Council, 2 West 46th Street, New York 36, N. Y.

In an attempt to make television help develop an appetite for reading in much the way that radio has helped create wider interest in serious music, the Committee on Reading Development is presently studying the scores of television and radio programs which try to encourage reading. For the most part these are brave but relatively ineffective efforts. It is the aim of the committee to try to devise a television program which will encourage the reading of books and still satisfy the peculiar requirements of television.

The terrible inroads on the time of students, teachers, and general readers make it important that readers of all ages should read faster and thereby keep up with the world of words which is outstripping most readers at their present reading speeds. Speed reading courses which actually increase the average reader's reading speed by 50 per cent to 500 per cent, while increasing his comprehension, are being subscribed to by more readers every year.

Book publishers, through their Council, have an active legislative program on four main fronts: improved copyright protection, Federal aid to library extension through enactment of the Library Services Bill sponsored by the American Library Association, defense of intellectual freedom, and equitable postal rates for books and other library materials. All of these issues have important consequences for education and for everyone professionally concerned with schools. The Washington office of the American Book Publishers Council works closely with the ALA and other organizations that are equally interested in these legislative problems.

Skimming in Reading: A Fine Art for Modern Needs

HELEN S. GRAYUM

"... and read carefully," students are reminded before beginning work on an assignment. The advice is humdrum; they seem to have heard it always. "Yes, better get all the points." It's bad not to. So, word by word along the lines Thus, with a goodly portion of students the admonition has long before been accepted as a matter-of-course, and become a standard pattern of response—a habit in reading a page, a selection, or a book. For to them, "reading is reading, and this is the way it is done." The intent of the advice is honorable. Never would it be questioned here if it had a specific and useful meaning to students of reading, and if it did not often imply a constant meticulous attention to details, regardless of the purpose of reading.

Does this procedure meet the need for covering the quantities of material that come our way today in every occupation—materials we must comprehend in varying degrees of thoroughness, *depending upon our purpose*? It is a well-known fact that the quantity of printed matter, both informative and recreational, has multiplied in recent years. There is need for our reading to be at once more extensive and more intensive. Intelligent living demands, on the one hand, a broad scope of knowledge and information which must be, on the other hand, adequate, accurate, and unbiased. In reading all manner of content there must be a conscious and deliberate seeking for understanding by surveying, sorting and sifting; by comparing, weighing, and analyzing. Businessman and home-maker, student and farmer, professional man and clerk, tradesman and scientist—for all the task and responsibility for reading has increased.

Furthermore, for many persons time for reading seems to be decreasing. The popularity of digest magazines indicates that genuine reading problems are encountered by significant numbers of adults. With the original articles shortened, simplified, and sometimes interpreted, digests have been produced to meet certain limitations in reading ability.

Unfortunately, the ability to meet the reading requirements described above is not measured by standardized tests thus far developed. Although the score on any one part of a test and the "average" score on the different parts are inadequate, they may be helpful in indicating certain relevant information. Simply stated, the reading task today consists of achieving a high degree of

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proficiency in selecting pertinent information and understanding and responding to meaning at a comparatively rapid rate.

Recognition of the need for increased efficiency in reading is not new. For the past fifty years the ability to skim has been suggested with increasing frequency as an appropriate facility for meeting the requirements. For example, in a 1902 issue of *The Atlantic Monthly*, skimming as an ability in reading was recognized and described as follows:

Skimming and reading are different processes, but skimming is at times a good thing, too; even skipping becomes on occasion a sacred duty . . . Skimming implies the cream, and skipping a foothold somewhere . . . The eye of the skilled reader acts like a sixth sense, selecting the gist of the matter in whatever form it may appear.¹

In courses of study skimming is often listed at all levels, including the elementary, junior and senior high school, and in college reading manuals, as an ability in reading to develop. Usually it is first designated for the fourth grade, although it is occasionally specified also for the second and third grades.

While frequent references to skimming are found in the professional literature on reading—and to scanning, as well—the meanings ascribed to these words by different writers vary; sometimes the terms are used interchangeably. It is pertinent to note that Webster's Dictionary defines "to skim" as "to read, study, or examine superficially and rapidly; especially to glance through for the chief ideas of, as to skim a book." "To scan," on the other hand, is defined as "to go over and examine point by point; to examine with care."

As the meaning of skimming lacks agreement among authors, so also do the purposes which they suggest vary widely, ranging from "to skim to find one or more specific facts" to "to get the author's chief message." Little information on teaching this skill is found.

It has long been known that rates of reading among individuals vary enormously, and that degrees of understanding observable especially among students may be markedly irregular. Furthermore, rate and understanding are not always found in inverse relationship. That is, the rapid readers may understand adequately, while the slow, plodding readers may not, although the content is equally familiar to both groups.

A RESEARCH STUDY

Little research on the subject of skimming has been done, although related studies are numerous and useful. Therefore, an exploratory study to discover the nature of skimming, its purpose and place as an ability in reading, with implications for teaching, was needed. Twenty-five students in each of six groups took part in the study. The six groups were fourth-, seventh-, and tenth-grade pupils, college freshmen, graduate students, and widely read adults in

¹ "Pace in Reading," *The Atlantic Monthly* 90:144, July, 1902.

different occupations. All had intelligence and reading ability that were average or above.

A readably written selection of social studies content which was generally not unfamiliar, with a comparatively light concept load, was chosen for each of the six levels. The chapters selected varied somewhat in length. Each person was asked to skim the selection according to his best knowledge and ability. The time required was noted, but was not limited. Observations were recorded by code and supplemented by eye-movement photographs.

Afterward each student took two tests on the content read, one on general ideas and the other on details to determine form and degree of comprehension when the subjects presumed to be skimming. That is, to what extent did the readers actually comprehend the main ideas and details when skimming, and what was the relationship between the two different types of information. As the criterion of skimming ability for this investigation, a time unit score was obtained by the subject's combined scores on the two tests by the time required for reading.

The next step was to make an intensive study of the five people in each group who had the highest scores, called the "Goods," and the five in each group with the lowest scores, the "Poors." An analysis was made of their comprehension test scores and of their reading techniques as revealed by observation and eye-movement photographs. They were also interviewed to discover their attitudes toward reading and to check with them the observations recorded. Conferences were held with expert teachers on various levels, and classroom observations supplemented findings of the study by adding information on points of view and practices in the teaching of skimming.

RESULTS OF THE STUDY

Results of the study showed marked differences in ability to skim at each of the six age-grade levels, even though all were average or above in intelligence and in general reading ability. The techniques used by the persons who ranked as superior in skimming ability were characterized by (1) flexibility of rate and (2) individuality.

Example of the performance of college freshmen illustrate the outcome of present procedures of students' learning to skim, the status of ability in skimming at the conclusion of their common school training. Implicit in the descriptions are startlingly candid cues for the improvement of reading instruction. One student representing the "Goods," age 19, with a psychological rating (percentile) of 99, a general reading rating of 97, required eight minutes for skimming the selection, ranged in rate from 600 to 1,380 words per minute, averaged 2.65 words per fixation with 84 per cent comprehension of general ideas and 60 per cent of the details.

In that part of the selection read most slowly, every line was covered with two or three fixations per line, while in the part read most rapidly there were five sweeps across the card of twelve lines, with one or two fixations per "line" across the card as shown by the photographs. In the interview, the student stated that he² likes to read; has always read quite a lot. Concerning techniques used, he said that he uses no "special" techniques; does quite a bit of recreational reading at this rate.

Another freshman, representing the "Poors," age 19, with a psychological rating of 85, a general reading rating of 88, required twenty-one minutes for skimming the selection, ranged in rate from 175 to 240 words per minute, averaged one word per fixation with 42 per cent comprehension of general ideas and 70 per cent of the details. The observable manifestations of the mental processes of this student were very different from those of the student described above. In the portion read most rapidly, every line was covered, re-reading three lines of the twelve, and regressing many times. Even in the part read most rapidly, every line was covered. This student, too, said that he likes to read, and has always read quite a bit. He reads the first line of a paragraph more carefully than the rest; learned to do that in literature class. He reads about like this when reading "for skimming"; not when reading to get all the details.

By comparison, how do seventh-grade pupils perform? One pupil representing the "Goods," age 12-10, with an IQ of 126, an average reading score of Grade 10.1, required 5.5 minutes for skimming the selection, averaged 357 words per minute, with 86 per cent comprehension of general ideas and 75 per cent of the details. This pupil likes to read and reads quite a bit. He reads stories faster than textbooks.

A classmate, representing the "Poors," also age 12-10, with an IQ of 124, an average reading score of 6.7, required 14.5 minutes for skimming the selection, averaged 135 words per minute, with 59 per cent comprehension of general ideas and 80 per cent of the details. This student likes to read fairly well. He does some reading at home; not too much. He went over every line. He reads everything with about the same carefulness; thinks the larger words slowed him up.

What is the status of skimming ability at the tenth-grade level? One student representing the "Goods," age 15-6, with an IQ of 115, an average reading score of 10.1, required nine minutes for skimming the selection, averaged 322 words per minute, with 99 per cent comprehension of general ideas and 55 per cent of the details. This student likes to read, and reads a great deal when he has time. He usually reads at about this speed if the story is interesting.

A sophomore representing the "Poors," age 15-3, with an IQ of 112, an average reading score of 10.1, required fourteen minutes for skimming the

² Pronoun "he" implies either masculine or feminine. Statements are indirect quotations.

selection, averaged 207 words per minute, with 33 per cent comprehension of general ideas and 20 per cent of details. This student likes to read, and used to read a great deal. He went over all the lines; slowed up for words he didn't know. He does all his reading about this way except when reading for something in particular; then he reads more carefully.

An examination of the pertinent data of all the subjects who participated in the study (125) showed a general relationship between the scores on the standardized reading and intelligence tests and scores of skimming ability, but with marked exceptions. A high total score on a standardized test did not assure ability to skim. In addition to the fact that subjects of similar mental ability varied widely in their ability to skim, certain instances were noted in which students of lower mental capacity were found to surpass others of higher mental capacity in their ability to skim, according to the tests used. For example, one college freshman with a psychological rating of 85 and a reading rating of 85 required twenty-one minutes for "skimming" the selection with an average rate of 198 words per minute, and 51 per cent correct on the combined tests. Another college freshman with a psychological rating of 77 and a reading rating of 82 required 5.8 minutes for reading the selection, with an average rate of 723 words per minute, and 73 per cent correct on the combined tests.

Growth in the factors of rate and comprehension is observable. The smallest differences in rate and the greatest in comprehension were found in the fourth-grade group, with the seventh-grade group next. At these levels, ability to comprehend and evaluate ideas was a greater determining factor in skimming ability than was rate of reading. In the college freshman and adult groups, circumstances were reversed: the greatest difference in rate and the smallest in comprehension was shown. Here the determining factor in the ability to skim resides chiefly in rate in reading. Understanding has developed while with some readers' rate has remained "immature" and has become relatively inflexible. The "Goods" of all the groups except two, the tenth-grade pupils and the graduate students, in this study were well above the standard speed in reading.³

The fallacy of using a slow rate in reading constantly and without discrimination is indicated by the negative correlations between scores on the test of general ideas and time, and scores on the test of details and time. Slight exceptions were shown by the graduate student group in the first instance, and by the college freshman group in the latter instance. There was a tendency toward relationship between the scores achieved by one person on the two tests in each of the six groups except the graduate student group.

³ The median rates listed for different grade levels as derived from several standardized tests were listed as follows: grade four, 155 words per minute; grade seven, 215 words; grade nine, 252 words; and grade twelve, 251 words. See Harris, Albert J., *How To Increase Reading Ability*, New York: Longmans, Green, and Co. 1948, 2nd ed., rev. P. 449.

The techniques of skimming observed were means of adjusting rate to comprehension, or to thought and response to the ideas. Rather than each being distinctly different from the others they are modifications of the same process, merging gradually from one to the next. The principal classifications were: (1) skipping in various degrees, (2) marked changes in one person's regular reading rate, (3) pausing, (4) regressing, (5) looking back, (6) looking ahead. All were observed at each grade level. With one exception—"looking ahead," all were employed both by the "Goods" and by the "Poors." However, the frequency and the purposes for which the techniques were used by them were different.

Approximately one third of the subjects, and twice as many "Goods" as "Poors" used some form of skipping. A total of seven variations in form were used, five by the "Goods" and two different forms by the "Poors." The latter either swept their eyes mechanically over a page or skipped a block of content.

There was a difference not only in the forms of skipping, but also in the discernment with which other marked changes in reading rate, as well as skipping, were used for reading certain portions of content. The chief reasons given by the "Goods" for increasing rate, listed in order of frequency, were "familiar," "unimportant," "uninteresting," and "elaboration." The second and fourth items were not mentioned by the "Poors." The reasons given most often by them were that the portion was "uninteresting," and equally frequently, "interesting," "familiar," and "last page of selection."

The chief reasons given by the "Goods" for changing to a slower rate were "thinking," "new, or less familiar," and "important." The "Poors" did not mention the second item. The reasons given most often by them were "interesting," "thinking," "important," and "last page of selection."

The reasons for pausing and regressing were classified as aiding (1) in comprehension, including word recognition and (2) in thinking or responding to thought. "To aid in thinking" was given as a reason far more frequently by the "Goods" than by the "Poors."

Reasons given for looking backward suggested reasons similar to those given for regressing; those for looking ahead either were incidental or suggested uncertainty about the reading task ahead. Both techniques were used more frequently by the graduate student group, whose rate and comprehension of general ideas as shown by the tests given were comparatively low.

While the subjects who ranked as superior in skimming ability used variations of certain general techniques of skimming, they also employed individual details of procedure of their own devise, such as looking for key words or sentences, and finding the main ideas of paragraphs. They drew upon a greater variety of techniques and used them with greater frequency than did the "Poors." In addition they showed excellent judgment in adjusting reading

rate to aid in their understanding of the content, and persistence in adhering strictly to the purpose of reading.

The "Poors" were inclined to "read everything in the same way." In the upper age-grade levels particularly, differentiated techniques were described, and they believed were used, when in reality they were not. These students knew the appropriate language about skillful reading, but they did not practice it. The merits of "careful reading" were related by several others who read slowly. They did not seem to feel an urgency to achieve the purpose of reading, and were often easily diverted from it, for example, by an amusing sentence or an illustration.

It is concluded that for efficient skimming the mastery of the fundamentals of reading-mechanics, vocabulary, comprehension, and thinking, including especially skill in evaluating ideas presented—appeared to be necessary. Also essential was a constant awareness of the immediate purposes of reading and a constant effort to accomplish it efficiently.

A minor proportion of the subjects used techniques which permitted them to comprehend most of the general ideas and/or chief details in a comparatively short time. The rate for assimilative reading was more frequently employed for skimming purposes. Skimming might be called a form of rapid reading, but implied advanced, or higher-level techniques.

WHAT THE STUDY SHOWED

This study showed that response to the content is a highly individual matter; minute personal reactions to meaning were reflected in the reading pattern. This was shown, for example, by changes to a slower rate, pausing, or regressing to unusual words, certain emotionally toned words and words or sentences that have particular meaning for the reader. Every individual reads in terms of a background of previously acquired associations to which he now adds and rearranges.

Concepts of skimming, referred to near the beginning of this report, can be grouped into four broad categories, according to the purpose for which the ability was used. The chief purpose of skimming at certain grade levels recommended in thirty representative courses of study, listed in order of frequency of mention, were:

1. To find specific information—stressed on primary and intermediate levels, but not at senior high-school level.
2. To find pertinent information in a certain book or article—emphasized at all levels, but proportionately more in senior high school.
3. To find general ideas—also emphasized at all levels, but proportionately more in senior high school.
4. To locate information, such as appropriate books or articles—stressed at all levels.

The value of skimming to get a general picture before reading for assimilation was pointed out by teachers at all levels except the primary. There is need for a more comprehensive view of the meaning of skimming and its uses. Greater understanding of its nature, as well as its uses, would aid teachers in developing this ability more effectively with their students. Interviews accompanying this study revealed that a teacher's own ability to skim appeared to influence the encouragement of this skill. It was suggested that the necessity of reading under pressure might be conducive to skimming. An abundance or suitable reading material at hand is probably an important provision.

The foundation for this ability should be laid when the child is learning to read, and guidance in its development continued judiciously throughout his school career as a part of the whole reading program. Students should be taught how to determine candidly their own purpose of reading, how procedure may vary according to purpose and background of information, and the significance, in time and satisfaction, of using the reading procedure best suited for a particular purpose. A positive attitude toward flexibility of rate is essential. A pattern of rate can become a habit early and easily.

Of prime importance in developing the ability to skim is: establishing the purpose, evaluating the importance of ideas in terms of the purpose, developing flexibility of rate, and encouraging individual techniques which accomplish clearly the purpose of reading. For there must be not only conviction but determination in order, as one seventh-grade pupil put it, "to get the most meaning from the fewest words."

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Campaigning To Get Students To Read

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THE title of this article reflects our assumption that it is important to develop in students an interest in personal reading. The challenge to do this more successfully sharpens as accumulating research reveals a disconcerting picture of poverty-stricken reading lives among high school, and in only slightly lesser degree, college students. Secondary-school faculties interested in campaigning to lead their students to a habit of reading for personal pleasure and profit might ask themselves four major questions.

ARE ALL TEACHERS ON THE READING TEAM?

"Every teacher a teacher of reading," a popular slogan for some time, needs translation into actual classroom practice if many students are to realize the value of personal reading. English teachers have important, but by no means total, responsibilities in the broad reading program which contributes toward some of the most important personal and social objectives of general education in which every teacher has a stake. Too often, extensive or "outside" reading, as it is called erroneously sometimes, has been considered only a frill on the solid fabric of the curriculum. Teachers need to realize that the extensive reading program makes important contributions in many content areas.

In the social studies class, for example, time and place concepts remain perennial learning problems as anyone can discover by asking a group of adolescents to tell what was going on in the "late 1870's," to indicate when "the Middle Ages" were, or to describe the meaning of "postwar austerity" in Great

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Britain. Reading of imaginative literature as a supplement to history and other kinds of factual material can do much to build clear and enriched concepts of time and place. For many students, despite a liberal exposure to American history, the American Revolution remains a hazy melange of tea in the Boston harbor, a midnight ride by Paul Revere, and frozen feet at Valley Forge. The momentous issues and actions of that day become real as they are pondered and experienced by specific young people in such books as Emma Patterson's *The World Turned Upside Down* and Esther Forbes' *Johnny Tremain*.

The whole story of America's past has been dramatized in imaginative literature which social studies teachers can draw upon as a way of furthering learning in their subject as well as building enduring reading interests. Bacon's Rebellion, a remote occurrence covered perhaps in Chapter 7 of the history textbook, is something to be lived through for a young indentured servant in Gertrude Finney's *Muskets Along the Chicabominy*. The Lewis and Clark Expedition can be a thrilling personal adventure in James Daugherty's *Of Courage Undaunted*. People and events in our country's westward movement are brought out of the pages of history for moving close-ups in such books as *Caddie Woodlawn*, a story of pioneer life in Wisconsin, Doris Garst's *Sitting Bull*, and *Chanticleer of the Wilderness Road*, Meridel LeSeur's vigorous and humorous story of Davy Crockett. Extensive reading in social studies need not be restricted to imaginative literature of only America's past but might include the ancient and medieval world by use of such titles as Malvern's *Behold Your Queen*, the story of Esther, young queen of Persia, Price's *The Dragon and the Book* which is set in England in the Middle Ages, or modern Europe through the reading of Nina Baker's biographies of Garibaldi, and Lenin.

Social studies teachers have an opportunity to draw upon a wealth of American regional writing which can provide understanding through vicarious living in the various sections of the nation which no amount of textbook material can supply. Again, this can be extended to the world scene. In Hahn's *Francie*, for example, British postwar austerity is reduced to day-by-day specifics in the life of a high-school girl, and events in Korea take on added meaning from a reading of Crockett's *Pong Choolie, You Rascal*.

Extensive, individual reading is important, too, in the study of social problems, a major concern of the social studies class. American literature, from *Uncle Tom's Cabin* to *The Grapes of Wrath*, has had important things to say about our group problems. Study of topics such as minority problems, housing, crime and delinquency, labor unions, and World War II gives an opportunity to guide wide reading in fiction, poetry, biography, and other non-fiction and to instill the idea that literature treats not only of "hearts and flowers" but also of the whole gamut of man's experience.

Perhaps no teacher is in better position today to build reading interests while at the same time enriching his own program than the science teacher. Events,

in particular the dropping of the atomic bomb and the popularization of television, have lifted science from the esoteric and abstruse to the vital and everyday. Since 1945 when "the bomb" was dropped, public reading of science materials has doubled. The phenomenal mushrooming of interest in science fiction has been due in large part to the amazing and terrifying vista opened by the atomic era. Science fiction, particularly by authors of the caliber of Ray Bradbury, Isaac Azimov, and Robert Heinlein, is a legitimate part of the materials for the high-school science class. So, too, is related non-fiction like *Your Trip Into Space* by Lynn Poole and *Guided Missiles: Rockets and Torpedoes* by Frank Ross, Jr. Books on television like Floherty's *Television Story* and Tolley's *The Television Workshop* also belong in the science teacher's repertoire.

But atomic energy, science fiction, and television are not the only possibilities the science teacher has for tapping reading interests. The American public has been enthralled with Rachel Carson's *The Sea Around Us*, a unique book of ocean lore, and *Annapurna* which is not only a story of mountain climbing but also an authentic source of information on the science of high altitudes. And for students who really want to talk about the weather, the teacher could recommend *Wind, Storm, and Rain* by Miller. The keen junior high-school interest in animals could lead, for some students, to *Burglar in the Tree Tops*, a book of animal life, and the science library would not be complete without some of the excellent biographies of men of science, such as *William Crawford Gorgas: Tropic Fever Fighter*.

For many boys, the physical education teacher or coach would have more influence in recommending reading than any other teacher and for some girls, the home economics teacher. It should not be too far-fetched to expect the physical education teachers or coaches to recommend reading from the world of sports, hobbies, and recreation. Many home economics teachers who have gone beyond the skills of cooking and sewing in their courses have an opportunity to guide reading in the areas of etiquette, grooming and dress, home decoration, and the very important field of home and family life.

Extensive reading has a place even in such classes as industrial arts and agriculture, often thought of as remote from the realm of literature. For in these classes, some students may become acquainted with materials such as special interest magazines which they will read for the rest of their lives, reading to which they would not be introduced otherwise. Henry Lent's *Okay for Drive Away*, a book on automobiles and automobile makers, might be an absorbing reading experience for some boys. The agriculture teacher's library might be the source of Billings' *All Down the Valley*, the story of T.V.A., or Bailey's *Tim's Fight for the Valley*, an exciting novel involving old and new methods in farming.

The teachers in each area of the curriculum will be able to "reach" certain types of students. Our best hope of capitalizing on interests which may lead to enduring reading tastes and habits among most students is a broad program of guidance in reading which permeates the entire school curriculum.

IS THE LITERATURE PROGRAM A 1955 MODEL?

So far nothing has been said of the English teacher's role in the program of extensive reading. Naturally, the English teacher retains a key responsibility in developing appreciation and taste in literature. School faculties need to examine the principles undergirding the program in literature which the English teachers spearhead. This examination will be watchful of over-emphasis on two moss-grown traditions in the teaching of literature which have tended to stymie rather than kindle real enthusiasm among students. We might label these two traditions as the academic and the feminine.

The academic tradition establishes the selection of literature as the point of departure. The assumption is that all or most students can be brought to an appreciation of the selection through dint of ingenious and unremitting labor on the part of the teacher. Certain "classics" such as *Evangeline*, *The Vision of Sir Launfall*, *The Merchant of Venice*, *The Idylls of the King*, *Ivanhoe*, *The Lady of the Lake*, *Silas Marner*, and *Macbeth* are allocated to the several grade levels, and the task of the teacher is to make students ware of the beauty and inspiration which she, supposedly, finds in the selection. Another touchstone of the academic tradition is a pre-occupation with literary history, especially at the eleventh and twelfth grade levels where the literature study is likely to be organized chronologically, and with literary technique. Students are likely to spend a good bit of time finding the climax of the short story and learning what iambic pentameter is.

It is certain that high-school students should develop some basic understanding of the technique of literature and some students should read some of the great literature of our culture. Yet an over-emphasis on this academic approach to literature has been deadly to the development of real interest in reading. After a grueling four-week bout with *The Idylls of the King*, the disgusted tenth-grade pupil is likely to decide, "If this is what it's like to read good literature, I'll take Budweiser."

Closely allied to the academic tradition in teaching literature is the feminine which refers to an approach to the subject rather than to the fact that the large majority of secondary English teachers are women. From this tradition, in which literature is presented as something rarified, students get the idea that it deals with a precious world of love, the beauties of nature, lofty philosophy, and "all that stuff." Eighth-grade boys and many girls are disgusted, for example, by having to read *Evangeline* which has a theme of adult, passionate love. They tend to think it perfectly stupid that a woman spends her life

chasing a man around the North American continent. Or the twelfth-grade boy finds no rhapsody in tripping through the daffodils with Wordsworth despite the starry eyes of his teacher.

In the area of poetry particularly, the approach of the teacher is important if interests are to be engendered rather than extinguished. Somehow, children who delight in rhymes and the music of words in the early elementary school come to a very negative attitude, generally, about poetry by the time they reach high school. To many students, especially the boys, poetry is something feminine, sissy. Teachers need to acquaint them with poetry about the virile, mundane experiences of life. Reading a class the poem "From This the Strength" by Fred Lape, a beautifully written poem about dumping garbage over a cliff, might be a good way to introduce a unit of poetry. Use of selections from such an anthology as *Poems for a Machine Age*¹ would help.

If we are to reject over-emphasis on the academic and feminine traditions in our literature programs, what guiding principles can we identify which will give promise of help in our campaign to get students to develop a habit of reading? Certainly a major one is that students—their problems and concerns and interests—should become the point of departure in the literature program rather than the selection. When boys and girls become soundly convinced that literature has to do with them, with their lives, their sorrows and hopes and joys and worries, a sturdy basis for enduring enthusiasm for reading will have been built.

Does this mean that students merely will be turned out to the literary pasture to graze and ruminate as they will? It does not. Real reading interests and tastes are seldom developed that way. Guidance is all-important. But it does mean that we can first get our foot in the door by analyzing the natural interests, in general and in reading, which boys and girls have. We know, for example, that the seventh-grade pupils entering our secondary schools are devouring comic magazines voraciously. It will pay us to consider this a positive factor and go on to discover what we can learn from this interest in comics that will help us in developing more lasting tastes. The appeal of the comic magazines probably lies in the following factors:

1. *They are easy to read*—Although the vocabulary of the comic magazine is not always easy, the text does not have to be read in order for the reader to get the story. Superior readers read as many comics as inferior, but the poor reader may be attracted especially to the comics if the required reading in school is continually beyond him.

2. *They appeal immediately to more senses than does "straight" reading*—It takes less imaginative effort to read the comics. The reader need not conjure up his own images in his mind's eye. The situations and characters, complete with golden tresses and bulging biceps, are already there in bright colors. The comics are a haven for the sluggish or lazy imagination.

¹ McGraw-Hill Book Company, 1941.

3. *The content of the comic magazines fits the nature of early adolescence*—The magic ingredients of action, suspense, mystery, adventure add up to real "punch" in the mind of the young reader. The frequent stress on the unusual or bizarre is in line with the fantastic flights the imagination is likely to take in early adolescence.

4. *The comics magazine's picture of life and the assumptions underlying it are naturally acceptable to the immature mind*—Life is an exciting adventure. People are good or bad. Authority in the form of policemen, parents, and teachers is often stupid and ridiculous. The main problems of life involve love and money. The end justifies the means.

The value of this analysis is that we can steer pupils to selections of literature which contain these same basic appeals and yet represent a step upward toward a more mature and wholesome reading experience. What qualities will these transition selections have?

1. *They must be easy to read*—Reading difficulty will be appropriate to the reader. Recognition difficulties with more than one in one-hundred words quickly will kill off pleasure. Although the reading difficulty is low, the selection still may be aesthetically satisfying in the use of language. Barrenness of vocabulary is a mark of the comics.

2. *They must reflect experience close to that of the reader*—Literal identification with characters and situations, vital to the immature reader, must be possible. Preferably characters will be about the age of the reader. Their experiences will be of the exciting kind with which young adolescents wish to identify.

3. *They should have the gross distortion of experience characteristic of the comics*—Experience will be simplified since life for the young adolescent is still relatively uncomplicated, but the plots should avoid the wild coincidence and improbability of many of the comics. Action still will be mostly on a physical plane. Traumatic experiences involving excessive violence and the sordid should be avoided.

4. *They must have the magic ingredient of "punch"*—action, suspense, peril are the watchwords. Students should not get the idea that the book the teacher recommends is likely to be dull.

5. *They must be made as available as possible*—Classroom libraries will help.

There are a number of books available which have these transition qualities. Contemporary authors like Jim Kjelgaard, Stephen Meader, Doris Gates, Montgomery Atwater, Kenneth Gilbert, who have written books which fit this category, are important in the junior high-school literature program along with traditionally established favorites like Mark Twain, Robert Louis Stevenson, and Jack London. In her *Substitutes for the Comics*,² Constance Carr lists a number of titles which can be used to lead students to more rewarding reading fare.

In planning the reading program, teachers may capitalize upon certain predominant interests which students exhibit at various age levels. The all-consuming interest in sports which many boys have by the time they reach the seventh grade can lead from novels like *Keystone Kids* by John Tunis and *Southpaw from San Francisco* by Phillip Harkins to a broad field of fiction, biography, and non-fiction in the whole world of sports and recreation. Simil-

² National Council of Teachers of English.

arly, the prevalent interest of seventh- and eighth-grade pupils in animals can lead in ladder fashion from the dog stories of Jim Kjelgaard and the horse stories of Walter Farley and Dorothy Lyons into *Lassie Come Home*, *My Friend Flicka*, and, for some students, eventually to *Moby Dick*.

Ninth- and tenth-grade students, caught in the bewildering no-man's land between childhood and adulthood, are pre-occupied with problems of relations with parents and other adolescents, particularly of the opposite sex. For many students in these grades, Maureen Daly's *Seventh Summer*, Betty Cavanna's *Going on Sixteen*, Mary Stolz' *To Tell Your Love*, Paul Annixter's *Swiftwater*, and James Summers' *Girl Trouble* are more appropriate than *Ivanhoe* or *Silas Marner*, although some students may have moving experiences with these. This period of middle adolescence presents a superb opportunity to develop in boys and girls the realization that literature deals with the stuff of their lives.

In the eleventh and twelfth grades, students retain their interests in sports, adventure, and a whole range of personal problems. Interest in love deepens as engagement rings appear on the fingers of some of the girls. A deep, albeit vague and often uneasy concern appears in group ethics, the problem of what to believe in a confusing adult world. The draft-bound and draft-preoccupied boys find real significance in the world's war literature. And to all these concerns, literature has a close affinity, although a chronological study of English or American writing may not make it clear even while Shakespeare and Tennyson, Emerson and Whitman may speak meaningfully to some students.

How, within the group process of the classroom situation, is the beleaguered teacher to carry on this program of literature and individual reading guidance without a vast and buzzing confusion as the result? Many teachers have found a successful solution in the topical or thematic unit. The broad topic or theme provides the unity or centering ground, but there is still much opportunity for individualized reading and activity within the unit. For example, a frequently taught unit at the University of Minnesota High School is "Heroes, Past and Present" in which seventh- or eighth-grade pupils read widely about people, real and fictitious, who have been heroes in different ways at different times. Although the students read different selections, class discussion centers around such questions as "How did the characters in your books or stories become heroes?" and "Judging from what you have read, how would you define a 'hero'?" Excellent examples of topical units in literature are outlined in recent publications by the teachers of Denver³ and the University of Minnesota High School.⁴ Literature study organized around topics of concern to students at various levels will provide needed class unity, the vital opportunity for individual guidance, and the significant context which will link reading to the students' world.

³ *A Guide for Teaching the Language Arts*. Denver, Colo.: Denver Public Schools, 1953.

⁴ *Illustrative Learning Experiences*. Minneapolis: University of Minnesota Press, 1952.

DOES THE LIBRARY REALLY HAVE SOMETHING TO OFFER?

The success of the kind of reading program outlined here will vary directly with the adequacy of the school's library materials. Obviously, a campaign to get students to read is absurd if the school has only the campaign without the materials to read. In attacking its individual budget problems, each school must keep in mind the importance of a well-stocked, well-balanced, and attractive library. There is no escape from the fact that a good library costs money, but it is depressing to find lavish equipment for the athletic program or the band in schools with barren libraries. Certain approaches, often overlooked, offer rays of hope in the perennially acute matter of lack of funds for library materials. One is that less expenditure for expensive sets of identical anthologies and textbooks and more for diversified materials may benefit the all-school reading program. Another possibility lies in greater use of paperbound books and inexpensive editions such as *Cadmus Books* published by the E. M. Hale Company, *Landmark Books* published by Random House, and the *PermaBooks* and *Anchor Books* of Doubleday and Company.

Mere quantity in library materials is not the only requirement, of course. Balance and appropriateness are essential. Many schools have a ponderous backlog of out-of-date, never-read books gathering dust on the shelves. In addition to general guides such as the *Standard Catalog for High School Libraries* published by the H. W. Wilson Company, schools may find it helpful to use some of the following current sources of information about books:

1. *Books for You*. National Council of Teachers of English. 1951 edition with supplement—An annotated list of materials for grades nine through twelve organized around such topics as "Personal Growth," "Other Lands and Other Peoples," "Values and Beliefs."

2. *Reading Ladders for Human Relations*. American Council on Education. 1949—Titles are arranged under heading such as "Differences Between Generations," "Rural-Urban Contacts," "Adjustments to New Places and Situations."

3. *We Build Together*. National Council of Teachers of English. 1948—An annotated guide to literature of Negro life.

4. *Gateways to Readable Books: An Annotated Graded List of Books in many Fields for Adolescents who find Reading Difficult*. Compiled by Ruth Strang, et al. H. W. Wilson Co., 1952.—Features such themes as "Personality and How To Be Popular," "Careers," "Adventure."

The following periodicals contain reviews of current books for high-school readers:

The English Journal. 8110 South Halsted Street. Chicago 21. Published monthly from September through May.

The Horn Book. 250 Boylston Street. Boston 16. Published six times a year.

The Booklist. American Library Association, Chicago. Published semi-monthly September through July and monthly in August.

Library Journal. R. R. Bowker Company, New York. Published semi-monthly from September through June and monthly in July and August.

Bulletin of the Children's Book Center. University of Chicago Library. Published monthly except August.

Making books accessible to students and providing a physically attractive library setting are important parts of the program to promote interest in reading. Frequently, schools actually provide very little time for students to use the library. The five minutes between classes or an abbreviated lunch period may offer the only possibility, especially for bus students, for a hurried dash to the library. Class periods spent in the library can be productive particularly if the librarian takes seriously her role as a teacher and guide of reading as well as her responsibilities as keeper of the books. In many schools, classroom libraries, established temporarily in connection with certain units or topics of study, help much to make books more accessible and build greater interest. Talking about a book in the teacher's hands is more effective than talking about one that is "up in the library."

The physical setting of the library has a good deal to do with appetite for voluntary reading. The more the library looks like a comfortable and well-kept lounge and the less like a dreary storage vault, the better for the reading program. Attractive displays, exhibits, and posters and comfortable places to sit will help achieve the right effect. Some modern school libraries have "book corners" with easy chairs. The combination library-study hall with its formidable rows of bolted down desks fortunately is becoming *passé*. The appearance of the books is important. Librarians have found that a bright, appealing book jacket greatly helps the circulation of a book. Making of book jackets for drab-looking volumes might be an excellent project for some of the classes or school service clubs.

An important incentive to interest in the library and in reading is furnished by student participation in book buying. Some schools allot a certain amount of money to each grade, and book buying projects are carried on in English or other classes. As well as stimulating interest, this activity provides some excellent teaching opportunities.

ARE BOOK REPORTS HELPING?

Class activities carried on after or in connection with reading have much to do with students' approach to reading and the attitudes they develop toward it. The venerable tradition of book reporting is still very much with us though the book reports may take forms different from the name the book—name the author—what is the setting—list the main characters—briefly summarize the plot—how I liked the book routine which usually wastes the time of both students and teachers. Often students tend to view book reports and activities following reading with distaste rather than anticipation. Teachers might profitably evaluate these activities to decide whether they are igniting or short-circuiting interest in reading.

Individual book reports may not be necessary invariably. One valuable type of activity following reading is group discussion, a kind of book reporting especially suited to the topical unit where students may have read different selections. For instance, after a period of reading around the theme "Sports and Sportsmanship," a group of eighth-grade pupils might discuss such questions as: (1) How much actual game action is in your books? (2) Do the players and coaches seem real in your books? Do they talk as players and coaches actually do? (3) How do the heroes in your books gain success? What kinds of problems do they meet and how they solve them? (4) Does the author of your book have any other point to put across, any idea in mind other than just to write an exciting story? Such a discussion revolves around ideas important to the topic or theme and to discrimination in reading, and it does not matter that the students have not all read the same thing.

Sometimes groups of three or four students who have read the same selection might present a discussion to the class on the order of the radio program "Invitation To Learning" in which three people discuss a certain book. Or the small group might present a dramatization or oral reading of a key scene. Doing this as a "radio broadcast" and using public address equipment sometimes adds interest. The small group report may take other forms such as a puppet show. In one senior class, the students were entranced by a puppet show presented by four students on scenes from *Romeo and Juliet*.

Occasionally, the "buzz session" is a useful device for book reporting. Students discuss their books in groups of five or six, choosing one of their group to make an oral report to the whole class. Students interested in or talented in oral reading might make their report sometimes by reading a scene orally to the class. Or the class can make brief oral talks about their books, centering on a common, specific topic. During a unit on war literature, one senior class gave talks on what their books revealed about patriotism and its effect upon people in time of war.

Making a book jacket is an excellent kind of book report especially for younger students. The teacher can tell a great deal about the pupil's reaction to and understanding of the book from the way he chooses to illustrate it and the kind of "blurb" he writes. The finished jackets make attractive displays, and the best ones might actually be put on books in the library. For some students interested in art, this could be extended to interpretative painting based on selections read.

Naturally, too, the regular written book review has a place with older students. Taking a number of forms, the time-honored book report can bring added zest and motivation to the reading program.

A desire and habit to read for personal pleasure and profit: a worthy and feasible objective for the secondary-school program.

The Reading of Fiction

EDWARD J. GORDON

DURING recent years the teaching of English has been subjected to a critical and stimulating examination of its objectives. For this long-needed search have come new directions; realistic objectives have revitalized the teacher's thinking. We have moved to a point where we recognize that

In an unsettled world, our schools and colleges are confronted with the demand that they prepare the student directly for living. He must be helped to develop the intellectual and emotional capacities for a happy and socially useful life. He must be given the knowledge, the habits, the flexibility, that will enable him to meet unprecedented and unpredictable problems. He needs to understand himself; he needs to work our harmonious relationships with other people. Above all, he must achieve some philosophy, some inner center from which to view in perspective the shifting society about him; he will influence for good or for ill its future development. To have pragmatic value, any knowledge about man and society that the schools can give him must be assimilated into the stream of his actual life.¹

There is no part of the curriculum that bears so directly on these problems as literature. Yet there is little evidence that these objectives are being achieved, and the next ten years might well be used for finding ways through which such high purposes might be fulfilled.

THE NARROW CONCEPT OF READING

One of the main reasons why there is such a hiatus between hope and performance lies in an overly narrow concept of reading, especially in dealing with works of fiction. Although we speak of literature as bringing an understanding of others and eventually an understanding of self, there is little hope that such an ideal will be realized until the student learns to "read" the books we teach.

One of our most urgent needs then is for an evaluation of what we mean by "reading." What do we mean when we say that a student is a "good reader"? We are overly concerned with finding out whether a student has "done the work," whether he knows what happened, and too little concerned with teaching him *how* to read. Reading, as a series of skills, is taught in the elementary schools; in the secondary schools it is often merely tested. Books are assigned; questions, usually factual, are asked; and the consequences are only too apparent.

We deplore the comic books, yet use comic book techniques in our teaching: emphasizing plot and superficial character study. The result, as David Riesman

¹ Rosenblatt, Louise. *Literature as Exploration*. New York: D. Appleton-Century. 1938. P. 3.

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points out in his study of the American character, is a comic strip type of reading:

[If] child comic fans read or hear stories that are not comics they will read them as though they were comics. They will tend to focus on who won and to miss the internal complexities of the tale, of a moral sort or otherwise. If one asks them, then, how they distinguish the "good guys" from the "bad guys" in the mass media, it usually boils down to the fact that the former always win; they are good guys by definition.

But of course the child wants to anticipate the result and so looks for external clues which will help him pick the winner. In the comics there is no problem: the good guys *look it*, being square-jawed, clear-eyed, tall men; the bad guys also look it, being, for reasons of piety, of no recognizable ethnic group but rather of a generally messy Southern European frame—oafish and unshaven or cadaverous and over-smooth.

. . . Yet he [the child] is strikingly insensitive to problems of character as presented by his favorite story-tellers; he tends to race through the story for its ending, or to read the ending first, and to miss just those problems of personal development that are not telltale clues to the outcome . . . He cannot afford to linger on "irrelevant" details or to daydream about heroes. To trade preferences in reading and listening, he need know no more about the heroes than the stamp trader needs to know about the countries the stamps come from.²

What we might do is work out a series of techniques which, having been deliberately taught, would in turn lead to a fuller understanding of a book; and it is with fiction, the most widely read and probably the most poorly taught of all forms of literature, that we must be most concerned. Then we might help the student to achieve some of the more abstract virtues that we as English teachers hope to inculcate.

The job will not get done in a question-and-answer search for what happened, or in a consideration of the life of the author. We must teach the book, not *about* the book. The teacher must not give the answers; he must ask the questions. And to ask the right questions, the teacher must be a good reader. As the work progresses, the teacher should become useless; the reader should be able to ask his own questions. It is only then that the student is becoming a reader.

WHAT DOES IT MEAN?

What does it mean to read a piece of fiction? What are the major techniques that an author uses to tell his tale? How do we make our interpretation of the work at hand?

Most important, the book should be seen as a whole, not as a series of chapters read on a one-a-day basis. Why is it put together the way it is? There is no way to judge, for example, why the story begins where it does unless we know the ending. Why are particular characters presented by the author? What is put in? What is left out? On the principle of selection Rosenblatt says

No one would question that, in the creation of the literary work, the writer does not merely passively reflect experience as through a photographic lens. He uses his command

² Riesman, David. *The Lonely Crowd*. New Haven: Yale University Press. 1950. Pp. 103-104.

over works to convey to us an impassioned insight. This has been the selective force at work. Discarding all else, the writer weeds out from the welter of impressions with which life bombards us those particular elements that have significant relevance to his insight. He leads us to perceive selected images, personalities and events in special relation to one another. Thus out of the matrix of elements with common meaning for him and his readers, he builds up a new sequence, or new structure, that enables him to evoke in the reader's mind a special emotion, a new or deeper understanding—that enables him, in short, to communicate with his reader.³

The communication will not adequately take place unless the reader sees why the particular selection was made. The *why* is the central problem. The unity of a work of art is determined by the effect that the author is trying to produce. If the function of a particular character, scene or setting is not apparent to the student, he has to that extent missed the intention. Or, and this should be apparent too, the book may be poorly written.

SPECIFIC TECHNIQUES

Turning to more specific techniques, we might add immeasurably to a student's understanding of a book by teaching three major writing techniques: *irony*, *metaphor*, and *connotation*.

Irony, briefly, is involved in the statement which ostensibly means one thing, yet turns out to mean something else. It is the contrast between what seems and what is. We have the classic example of ironic tone in Antony's oration on the death of Caesar, of an ironic situation in Hamlet's—"Haste me to know't, that I with wings as swift as meditation or the thoughts of love, may sweep to my revenge."

Quite often irony is the structural principle on which a whole play or novel is built. Oedipus searches for the cause of the plague and so destroys himself. In Odets' *Golden Boy*, Joe Bonaparte gets "on the millionaire express," finds the gold he seeks, and destroys himself. Willy Loman, in *Death of a Salesman*, is driven by the need of being "well liked," yet when he dies, no outsiders come to his funeral. In such instances of dramatic irony a phrase, conversation, or situation may have a double meaning known to the audience but not to the actor or actors. A character's actual situation is one thing, and his idea or interpretation of it is another; the promise that things have for him is at variance with their outcome—they are not what they seem. The contrast is between expectation and fulfillment. It lies in the sense of contradiction felt by the spectator of the drama who sees a character acting in ignorance of his condition.

In subtler types of irony, the author may use the setting as an ironic contrast to the plight of his character, or he may comment on the action with some ironic symbol. When, in *Jude the Obscure*, Jude and Arabella went on their first walk, they stopped at a tavern on the wall of which hung a picture of Samson and Delilah, symbolizing what she was about to do to his career.

³ Rosenblatt. *Op. cit.*, p. 42.

Metaphor, the second of our major elements, needs to be taught as much more than a poetic decoration; it is rather a basic principle in the development of language, a central means of communication. In an intercalary chapter of *The Grapes of Wrath*, a turtle crosses the road and is spun on his back by a passing truck; he rights himself and goes on. This incident cannot be passed over as an unrelated anecdote about turtles, but is rather a metaphorical statement of Steinbeck's ideas on man and society, on the impact of the "machine age." Hardy's opening chapter in *The Return of the Native* is a metaphorical expression of Fate. Much of the meaning of *Ethan Frome* is conveyed metaphorically in these scenes between Ethan and Mattie, of the breaking of the pickle dish, symbolizing what has happened and what will happen to Ethan's happiness. In *Giants in the Earth*, Beret is continually looking out the east window toward home; Per Hansa, the west window. Finally he dies, still going west.

Through such metaphors, or symbols if you like, the author comments on his story. He adds new dimensions of meaning to what ostensibly is "happening." For example, the setting is often a metaphor: a raging sea, a storm, a heath, a decaying castle. It becomes the author's comment on a seemingly objective scene, or often a reflection of what is happening in the mind of the character.

In some books, metaphor becomes the basic method of conveying the idea. Forster in *A Passage to India* uses the Marabar Caves to comment on the division of men into classes and the evil consequences of such distinctions; this in ironic opposition to the idea that "My Father's house has many mansions," a line quoted by the English missionaries. Then too, Conrad in *The Heart of Darkness* is talking, not so much of the center of Africa as of the blackness of the human soul when it becomes purely materialistic. "The horror, the horror" is the summary of a life without love. Often, as in this last example, the whole story is a metaphor.

The third major principle, *connotation*, is the author's way of getting the reader to feel a certain way about what takes place, about the characters, or about the setting. The words or images used in describing the setting, for example, will make the reader feel a certain way toward it. In a description of a room in *Ligeia*, Poe said:

. . . I minutely remember the details of the chamber The room lay in a high turret of the castellated abbey Occupying the whole southern face of the pentagon was the sole window—an immense sheet of unbroken glass from Venice—a single pane, and tinted of a leaden hue, so that the rays of either the sun or moon passing through it, fell with a ghastly lustre on the objects within. Over the upper portion of this huge window, extended the trellis-work of an aged vine, which clambered up the massy walls of the turret. The ceiling, of gloomy looking oak, was excessively lofty, vaulted and elaborately fretted with the wildest and most grotesque specimens of a semi-Gothic, semi-Druidical device

The choice of weather, colors, time, season, shapes, and other details will evoke an appropriate response in a good reader; he may then see the connection between the setting and the total effect of the book. For another example, Gatsby lives in great splendor at the opening of *The Great Gatsby*. We see his house at night; luxuriant and lighted it reflects its owner's values. As the story develops, we get a reversal of roles. The house grows shabbier as Gatsby grows nobler. Fitzgerald throws the light of day, or truth, on the house when Gatsby discovers that the values to which he keyed his life are not working.

There are other, less important but similarly overlooked, reading skills that need to be taught. Parallelism and contrast are much used literary devices. Similarities and differences heighten the effect at which the author is aiming. Laertes is put in a similar position to Hamlet's, a father murdered and revenge indicated. He, however, does sweep to his revenge. Why then does Hamlet delay?

Awareness of these devices explains much that is otherwise irrelevant. The two girls in *Wineset* who babble of their romantic experiences heighten the concept of the love of Mio and Miriamne. The evil of Claggert in *Billy Budd* emphasizes the goodness of Billy. Authors are constantly comparing and contrasting scenes. Ethan Frome and Mattie say their "final" good-by against the setting in which their romance began. Characters, too, can be paralleled: Eustacia Vye with Thomasin Yeobright, Becky Sharp with Amelia Sedley.

CHARACTERIZATION

If we mean to teach novels as an aid to understanding ourselves and others, we must see the links of causality. Plot cannot be considered as merely a series of disconnected events, but rather a chain of cause and effect—one scene linking onto another. The acts of character, too, must be seen as connected to the motivation. Henry James in *The Art of Fiction* says, "What is character but the determination of incident? What is incident but the illustration of character?" In this light we see the suicide of Emma Bovary as the only logical outcome of her life. Or to put the problem another way, does the outcome of the novel grow out of the concept of character presented by the novelist? It does in a good character study.

An understanding of the devices of characterization is also an important reading technique. How do we come to understand people in fiction, and consequently in life. We see what they do, hear what they say, and often know what they think. A student should be taught to make connections between the happenings in a novel and what they show of the characters. As Henry James says further, "It is an incident for a woman to stand up with her hand resting on a table and look at you in a certain way; or, if it be not an incident, I think it will be hard to say what it is. At the same time it is an expression of character. If you say you don't see it (character in *that—allons donc!*), this is exactly what the artist who has reasons of his own for thinking he *does* see it undertakes to show you." Beyond this we often hear

comments on characters, by the author or by the other people in the book. From these disparate elements, we must work out our total characterization.

Yet characterization can take on subtle forms. In *Victory*, Conrad has several people tell the story of Heyst. The first is Schomberg who hates the hero. It is through the development of the story that we find out that Conrad's ideas are not those of Schomberg. Eustacia Vye is partially characterized through things she admires: "Her high gods were William the Conqueror, Trafford, and Napoleon Bonaparte, as they had appeared in the Lady's History used at the establishment in which she was educated. Had she been a mother she would have christened her boys such names as Saul or Sisera in preference to Jacob or David, neither of whom she admired. At school she used to side with the Philistines in several battles, and wondered if Pontius Pilate were as handsome as he was frank and fair." Flaubert is more subtle; when we first meet Emma Bovary, she, in order to make some bandages, "tried to sew some pads. As she was a long time before she found her workcase, her father grew impatient; she did not answer, but as she sewed she pricked her fingers, which she then put in her mouth to suck them." Finally, when her father asks if she will marry Charles, Emmas promises to signal her agreement by opening a shutter so that Charles, outside, will know the good news. "Charles fastened his horse to a tree; he ran into the road and waited. Half-an-hour passed, then he counted nineteen minutes by his watch. Suddenly a noise was heard against the wall; the shutter had been thrown back; the hook was still swinging." This contrast between the attitudes of Charles and Emma Bovary forms one of the basic patterns of the book.

Then too, characterization should be related to motivation. What makes the person act as he does? What is the level of motivation? Is the motivation so sketchy and of such surface quality that we are unable to predict behavior in a specific situation? Does the major decision in the book come as a surprise? In better books the action grows out of character.

In soap operas and in second-rate novels, we are surprised when something happens. That is, unmotivated acts are constantly taking place. John leaves Mary because he doesn't like the way she does her hair or because she doesn't clean the corners of the living room. However, he suddenly sees the light, returning from the glamorous blonde. But *why*? The level of motivation is so slight that the behavior is neither predictable, nor understandable—and consequently is unrealistic.

These then are just a few of the major characteristics of structure and style in the art of the novel. They are not necessarily the most important qualities to be considered in a novel, but they are too often the most neglected in secondary-school teaching. Most important, they are the means to the ends. We have devised good ends; let us now improve the means. Let us search for worth-while books and read them more profoundly. Then we may be truly dealing with the humanistic tradition.

Semantics in the Secondary School

RICHARD CORBIN

THOUGH a few administrators still live in the gramophone age and some others seem not to have gotten beyond the headphones-and-crystal-tickler era in their thinking about English, most school administrators today seem fully aware of the problem of Mass Communication and its impact upon our society and, consequently, upon our school programs, especially in the social studies and in the teaching of English.

The progress in developing communication devices that we have witnessed in our lifetime has been rivaled only by the speed with which men have developed techniques for making language either their weapon or their tool. Unfortunately, too much of this progress in communication research has been as specialized and as misdirected as that in the concurrent race for atomic superiority. But where men have yet to prove their morality, or lack of it, in the handling of the atom's destructive power, they are already hip-deep in the calculated misuse of language. Whether engaged in peddling cigarettes or alien philosophies, the amoral hucksters of the world have been more appreciative students of semantics than the great majority of their customers.

If we are to continue to regard the "gift of tongues" as God-given, it behooves us to reverse this trend. The schools alone cannot accomplish this, yet they are patently the most powerful single agency upon which we can rely at present to bring speech and writing back to a respect for Truth. In a single generation we have seen language in the hands of the fascists and communists, both home-grown and foreign, used to destroy ideals, morale, and the political, spiritual, and economic security of millions of men. We have seen and heard the record of a Hitler debauching with words the German spirit in the Wilhelmstrasse. We have received firsthand accounts of the "brain-washing" of our friends, even our fellow-citizens, by the men of Stalin and Mao. Some of us have personally witnessed our communities circularized and our neighbors perplexed by the Zolls and the Harts. All of us are watching now with growing apprehension the weaving of verbal nets about some of our respected officials and fellow-citizens by the Machiavellian tactics of the big and little McCarthy's in our midst. These are matters of public record. Is it possible to know these things and still, as conscientious administrators and teachers, to consider *Silas Marner*, the nominative absolute, and trochaic trimeter the proper approach to a mastery of our language?

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To imply that semantics has a pressing claim for space in our curriculum today is not to derogate the importance of grammar and rhetoric. It does seem evident, however, that the language program, like the motion picture, has reached a point where forces beyond our control make necessary a three-dimensional treatment. There is not much value in a well-constructed sentence, gracefully styled, if the thought is expressed in symbols that have little relationship with reality.

Once upon a time perhaps, life was simple enough for Goldilocks to have little trouble in finally determining the ownership of the beds in which she had briefly rested. Life today is a somewhat more complex matter, and it isn't as easy as some would have us believe to discover whether or not we have been inadvertently lying in the old Bear's bed. Mr. Hitler simplified life to the single choice between two words, *YAH* and *nein*; Mr. McCarthy would reduce us to almost as simple a design. In neither case is grammar or rhetoric a factor; in both cases, it is essential to understand the meanings, and the meanings of the meanings, of the words upon which our lives and liberties depend. As no generation ever has before, our young people need to be taught not only about the mechanics and style of language, but also about the process by which meaning is produced.

Semantics is new in name, but not in concept. For centuries the great minds in every culture have groped, often with some success, for an understanding of the nature of words and meaning. But not until our own century when we began to apply the scientific method to the study of language, has there been available an organized body of knowledge about language that could be given to everyone for use in their everyday affairs. Unhappily, we are losing the benefits of much of this knowledge by default; it has had its most effective use in the hands of our enemies. It is no exaggeration to say that language has ranked in importance above all the other weapons in their arsenals. It is time, and past time, for us to acknowledge the decisive power of language and to devote at least as much energy to understanding it as we are devoting to the search for atomic knowledge. Most schools today include units on the atom in their programs. How many schools give space to even an elementary study of semantics?

LINGUISTIC INSIGHTS NEEDED

What are some of the important linguistic insights that our students (and all of us) need, and that can best be revealed through the study of semantics? Briefly, they are these:

1. *An understanding of the symbolic nature of language*—The realization that words are not the things they stand for—that words like *fascist*, *Christian*, *warmonger*, *subversive*, *gentleman* used to symbolize a person do not make him any one of these. Not even a fool would try to appease his hunger by eating the word *food*, yet every day supposedly knowing people accept without

question millions of products on the basis of imprinted symbols like "100 per cent pure," superior, super-safe, "they satisfy." In other words, we habitually treat words as if the words themselves are identical with the things for which they stand. So long as these words stand only for the trivia of life, no great harm may result. But confusing symbols for reality at the more complex levels of thought and communication may have consequences disastrous both to ourselves and others. In wartime, as history shows, sea-raiders have often found it most effective to fly flags other than their own.

Too many of the so-called "educated" live largely in a world of symbols that have no reference to reality; their actions and attitudes growing out of this symbol-world as often valueless and sometimes irresponsible. Nor does the fact that they associate with morally responsible groups decrease the danger to our culture that lies in the distorted meanings of their pleasant sounding words.

2. *An understanding of the nature of differences*—The recognition that words used to classify the endless variations in our universe often overlook the common characteristics of the things classified. Because we name one group of men *White*, and another *Negro*, or one type of school *public* and another *private*, we are likely to disregard the characteristics common to both unless we understand exactly how words function in the classification process.

3. *An understanding of the process of abstraction*—The appreciation of the relativeness of meaning of many words. Almost anyone can see that the word *cold* might signify something different to a northern Canadian than to a Floridian. But in more complex areas of life we cannot make intelligent or just decisions unless we can also discern degrees of difference in our more abstract symbols. We are not likely to get effective action from people in whose minds the terms *crime* and *juvenile delinquency* are equated. Many of our citizens might have avoided present embarrassment if they had related *communism* with the facts of Russian life in the '20s and '30s rather than with the abstractions of Marx and Lenin. We do not grow apprehensive about a man's *wealth* if we know that it is a *cow* and not *half the State of Texas*.

4. *An understanding of the nature of judgments and inferences*—Accurate reports have always been essential to human progress, and one of the commonest obstacles to progress has been men's inability to distinguish between reports and judgments or between reports and inferences. There is no intelligent reading of the daily newspaper without going behind the reporter's words to determine how much is verifiable fact. One paper reports a slain labor leader's cortege "accompanied by many members of his union." A second paper reports that it was "guarded by a mob of hired goons." The semantically trained reader is surely in a more favorable position to appraise accurately either or both of these sets of symbols than the reader who is unaware of "loading," "slanting," and other devices common in mis-reporting.

An administrator, facing his normal daily harvest of teacher reports on pupils, can well appreciate the problem of discriminating between judgments and reports.

5. *An understanding of the nature of metaphor*—The old game of stalking figures of speech in the Iliad, chalking them on the blackboard, then standing back to regard them with esthetic awe seems hardly the way to make students conscious of the elemental importance of metaphor in their daily speech and writing. Conversely, the reader who has not learned to recognize the structure of metaphor and to discriminate between functional and merely decorative metaphor is likely to be easy prey for the unscrupulous advertiser and the political rhetorician.

These brief sketches do not pretend to do more than suggest some of the major general areas of semantic interest. These are, perhaps, the areas in which the largest proportion of errors and distortions in communication by language symbols are likely to occur.

In fairness, it should be pointed out, of course, that there are certain moral and intellectual dangers to be faced in the teaching of semantics. But these dangers are different only in kind from the risks we chance each time we admit a class into a gymnasium with its variety of bone-breaking games and machines. In spite of the occasional broken arms, concussions, and chipped teeth, physical training is still considered a "must" in the school program. Certainly the strengthening of the thinking and language habits of our pupils is worth a comparable risk. In the opinion of many, it is worth more.

HOW MUCH SEMANTICS?

Assuming that an administrator, having heard frequent mention of semantics by some of his fellow service-club members or having noted articles referring to it in his professional journals, decides that some attention should be paid it in his school's program, certain questions of procedure arise. How much semantics shall be taught? And by whom? At what level or levels shall it be introduced? And just how shall it be taught? Since there is little experience to draw on, the general answer has to be that a school must approach the problem with a frankly experimental attitude.

Under these conditions, the English or social studies classes provide the most natural setting for the study of words, their meanings, and their effect upon human behavior and institutions. There are few schools that do not have in these departments at least one or two venturesome teachers of sound judgment to whom the project can be entrusted. If these teachers also have a lively or creative interest in language and life, so much the better.

But before there can be actual planning and teaching, both administrator and teachers will want to "orient" themselves by reading widely in the literature of semantics (which fortunately is not extensive and, even more fortunately, is exceptionally readable). Most well-trained teachers will find a

great deal of this material familiar—in fact, may find that they have been using certain semantic principles in their teaching unaware that they were doing so. But however familiar some of the material, its organization will be new, and not until a teacher has formed a philosophical point of view on the subject of semantics is she ready to select the matters to be taught. This selection is made in the usual manner, in terms of maturity level of students, their attitudes, previous language training, and the like.

Because of its recency, few high-school teachers have had formal training in semantics. However, formal courses in semantics are multiplying in the colleges, and many other departments are concerning themselves with it. Two books widely used as texts are S. I. Hayakawa's *Language in Thought and Action* and Irving Lee's *Language in Public Affairs*, both of which are heavily indebted to the work of the late Alfred Korzybski of Yale. That more and more secondary schools are turning attention to semantics is evidenced by the increasing space and emphasis given the subject (without actually labeling it) in the more recent textbooks. A number of high schools have reported success in adapting Hayakawa's book for use with their more mature pupils. A newly published book that is concerned specifically with the teaching of semantics at the junior and senior high-school level is *Words and What They Do To You* by Catherine M. nter.

Once underway, an alert teacher will find that the best "textbooks" for semantic studies are the daily newspaper, radio, television, the school community and, of course, the gossip and public affairs of the larger community of which the school is a part. No one can say how much of semantics should be taught in a given course anymore than one can prescribe how much grammar or spelling should be taught—that is a matter for the teacher's judgment. However, it might be suggested, that, in general, lessons in semantics are likely to be more effective if woven into the pattern of the course or, better yet, presented when some incident or statement in the classroom or on the local or national scene presents a timely point for the lesson. In a history class, a semantic analysis of the Declaration of Independence or the Bill of Rights will likely make a far deeper and more lasting impression on the students' minds than the dull techniques traditionally employed to perpetuate the knowledge of these sacred documents. But if a school is fortunate enough to have within one class a fairly homogeneous group of mentally alert pupils, there is no reason why a more formal approach to semantics cannot profitably be tried. Care should be taken, however, that such a class does not deteriorate into a mere concern with formal labels, as happened so often with the exciting study of English grammar.

Evaluation of results is of course an important step in any educative process. Here again the newness—not to say the nature—of the material makes reliable objective testing difficult and, as most humble teachers will admit, the results of subjective testing of thought and attitudes of any kind are hard to assess

with any degree of certainty. As with any subject, familiarity with the vocabulary of semantics can be tested, but whether or not a pupil has also attained a deeper, personal insight into the processes of language and a lasting desire to use it honestly can probably best be judged by the teacher on the spot. If we may believe those teachers who are pioneering, the results are easily observable and eminently worth while. The impartial testimony of pupils who have experienced semantic study is equally favorable.

Apart from the normal responsibility of familiarizing himself with materials taught in his school (especially in a relatively new area like semantics), the administrator is likely to realize some unexpected bonuses from his own study. For from the material of semantics he may well obtain many ideas for improving individual and group relations in his schools, and, perhaps of even more practical value, between his school and the community.

Many a bond issue has been voted down not because a community opposed the idea of adequate education, but because boards of education and administrators often present their cases in ill-chosen words. Many a flourishing program has been thrown out of school, not because the parents objected, but because shrewd opponents were able to focus the voter's attention on the label rather than on the program. In fact, it does not seem dangerous to generalize that the school administrator who is not well-grounded in the semantics of language in most cases is not a very effective leader of or spokesman for the schools of his community or education at large.

In a world confused by sudden and vast movements in the field of communication, in a world made dramatically aware of its differences by these changes and by equally revolutionary and related changes in the field of transportation, what valid argument can be advanced against the claim that we need a deeper, surer understanding of the role of language in our lives? What small understanding we now have must be disseminated to all our people including the young, not preserved as a secret weapon for the sole use of the unprincipled hucksters and politicians who would dominate our world.

SUGGESTED READINGS

For those who are not already familiar with the literature of semantics, the following books are suggested. They are recommended for their reliability, their general readableness, and their special value to the teacher or administrator intrested in introducing semantics into the school program.

Chase, Stuart, *The Tyranny of Words*, Harcourt Brace, 1938

Hayakawa, S. I., *Language in Thought and Action*, Harcourt Brace, 1949

Lee, Irving, *Language Habits in Human Affairs*, Harper, 1941

Mintier, Catherine, *Words and What They Do To You*, Row, Peterson, 1953

National Educational Association, Department of Classroom Teachers, "It Starts in the Classroom" (Handbook)

Ogden, C. K., and Richards, I. A., *The Meaning of Meaning*, Harcourt Brace, 1930

Thomas, Cleveland A., "Exploring Language in Senior English," *English Journal*, May 1953

Walpole, Hugh, *Semantics*, W. W. Norton, 1941

The Three R's and Grammar

Looking Ahead in Grammar

ROBERT C. POOLEY

IN THE period between 1925 and the present, a revolution has taken place in scholarship, attitudes, and classroom practice in the matter of English usage and correctness. Prior to 1925 the point of view toward English usage was for all but a very small group of linguistic scholars an authoritarian position. Usage was right or wrong, good or bad, and the determination of right or wrong, good or bad, was made by the grammarians who wrote the rules, or by the compilers of guides to correct English. Everyone knew, and almost all agreed, that to split an infinitive or to end a sentence with a preposition was a lapse of grammatical morality. Usage was taught by rule, and almost no one questioned the rules. In fact, teachers were created to perpetuate the rules.

Today the spirit underlying usage instruction is strikingly different. As presented in chapter XII of *The English Language Arts*,¹ five significant concepts now govern the teaching of usage and rules of correctness, to wit:

1. Language changes constantly
2. Change in language is normal
3. The spoken language is the basis of the rules of usage
4. Correctness rests upon how the language is used
5. All usage is relative, derived from appropriateness rather than from formal rule.

Thus, a completely *relative* as opposed to a *positive* theory of correct usage now prevails. Today's language scholar is not concerned with a conflict between rule and error, but rather with the conflict between conservative factors which retard change in language and progressive factors which hasten change. Some details of English speech have not changed since the days of King Alfred; others were perhaps introduced for the first time while this page was written. The modern linguist attempts to study the whole language—past, present and future—and to make decisions about it in accord with the facts. This attitude is what marks the great change from the views of 1925 to those of today.

This shift in attitude toward usage has naturally influenced in some degree the teaching of English grammar, but only superficially. It has altered somewhat how much grammar to teach, and at what points in the educational scheme,

¹ National Council of Teachers of English. *The English Language Arts*, New York: The Council, 1952. Pp. 274-288.

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and it has weakened to some degree the reliance upon absolute and inflexible rules. But beyond these slight influences, the grammar taught in the schools today is essentially the grammar taught in the schools one hundred years ago. The grammar itself has not changed.

This article so far has been a brief review of what has taken place in English usage, because it now appears that a similar revolution in the scholarship, attitudes, and practice in English grammar is about to happen. It may well occur that the next thirty years will witness a revolution in the theory and practice of English grammar as thoroughgoing and as influential upon classroom practice as that which is drawing to a close in English usage. The signs of such a revolution, to be discussed below, are: (1) an increasing dissatisfaction with the traditional scheme of English grammar as a means of describing accurately what happens in English speech and writing; (2) the publication of new and original schemes of grammatical representation; (3) efforts in school and college to adapt traditional grammar to the needs of a more scientific attitude toward language and its ways.

DISSATISFACTION WITH TRADITIONAL GRAMMAR

The scheme of grammar which is now used, and which in this article will be called traditional grammar, has its roots in the development of Latin grammar in the middle ages. From such foundations are derived the eight parts of speech—noun, pronoun, verb, *etc.*—and the functional terms we employ, such as subject, predicate, object, *etc.* The history of the development of our grammar in the seventeenth and eighteenth centuries in England is an interesting subject, but it is too complex and specialized for treatment here. The latter part of the eighteenth century was the period in which English grammar was most highly developed, and it is significant that this development was at its height when free education in the new United States was rapidly expanding. Grammar as developed by the eighteenth century English scholar became a regular part of American public education, and with some modifications in the nineteenth century, is the grammar we teach and learn today.

In the nineteenth century, however, a new science of linguistics was born, nourished, and matured—a science which makes increasingly clear that many of the premises upon which traditional grammar was founded are unsound. For more than half a century, therefore, there have been criticisms of traditional grammar, and schemes for its reform. These have increased in number and vigor to the point today in which nearly all linguistically trained persons readily grant the inadequacy of traditional grammar to describe what actually takes place in the use of English. In a book recently published, Professor Robert says, "Today . . . no one publishing a book on grammar should fail to state its relation to linguistic science In many respects the two are incompatible, and the English grammar that linguistic science writes will be much different

from the one presented here. But that grammar is not written yet"² These words express the position taken by the majority of students of language today who recognize the inadequacies of the traditional scheme of grammar, but recognize also the difficulty of replacing a deeply established system with one entirely new. As a practical measure, therefore, they attempt a workable compromise between the scientific facts of language and the traditional system of grammar.

NEW SCHEMES OF ENGLISH GRAMMAR

Among the linguistic scholars currently at work on a scientific description of the mechanism of English, Professor C. C. Fries has developed a scheme of grammar on entirely new principles which he intends as a replacement of the traditional grammar. He says, "Being falsely oriented, 'formal grammar,' as it is studied in relation to English, cannot be expected to provide any satisfactory insight into the mechanisms of our language or any grasp of the processes by which language functions."³ To derive a scientific description of English from traditional grammar, he says, is like founding chemistry on alchemy, or astronomy on astrology.

Using recorded speech of upper middle-class persons who were unaware of being recorded, Professor Fries analyzes his data to answer questions like: What is a sentence? What kinds of sentences are there? What are parts of speech? How do they combine? Working out objective answers to these questions, Professor Fries tries to establish a scheme of organization which will be completely independent of the "meanings" of words, and will describe accurately the behavior of English in use. He finds, for example, that the units of communication are three: (1) a single minimum free utterance; (2) a single free utterance, but expanded, not minimum; (3) a sequence of two or more free utterances.

The structural framework of English, as Professor Fries analyzes it, consists of only four parts of speech combined with fifteen groups of function words. These together constitute the structural signals which convey grammatical meaning in an utterance. The four parts of speech make up the bulk of the words in our utterances, but the relatively small number of function words (articles, prepositions, conjunctions, and the like) are used with higher frequency and are indispensable in the expression of grammatical meaning. Professor Fries develops an elaborate set of symbols to describe the elements of an utterance as, for example, this analysis of an English sentence:⁴

D	3	3	1 ^a	f	D	1 ^b	4	2	D	3	1 ^c	f	D	1 ^d	f	2	f	1 ^e
			—	F		—		—		—	F		+	J	+	F	—	
			it			it					it			he	he			it

² Roberts, Paul M. *Understanding Grammar*, New York: Harper and Brothers, 1954. Preface.

³ Fries, *Structure*, p. 268.

⁴ Fries, C. C., *The Structure of English*. New York: Harcourt Brace and Co. 1952. P. 277.

In this analysis the numbers 1, 2, 3, 4 represent the four parts of speech; D is any "determiner," or Group A form word; f represents a function word, etc. Of this scheme of representation, Professor Fries says, "For this type of analysis it is not necessary to know the lexical meanings of the words nor to know what the sentence is about." In other words, a completely objective scheme of grammatical representation.⁵

Because of its radical departure from the traditional scheme of grammar and its own necessary complexity, Professor Fries' scheme of grammar seems unlikely to replace traditional grammar in the schools in any rapid fashion. Nevertheless, Professor Fries does a great service to the scientific study of English by issuing his challenge to traditional grammar. Even though not popularly adopted, it cannot and has not gone unnoticed, and may indeed be the opening salvo in the grammatical war of independence.

In a different manner and for a different audience, Professor Charlton Laird discusses an approach to grammar in his recent book, *The Miracle of Language*. Starting with the premise, "... grammar is not a set of rules; it is something inherent in the language, and language cannot exist without it. It can be discovered, but not invented,"⁶ he shows that most of what passes for grammar in the schools is the examination of sentences made up to fit the rules. What doesn't fit the rules, he says, is ignored or blandly explained as "understood." The new grammar will be the description of what really happens in English, and will rest on these basic tenets:

(1) The grammatical statement must account for the language as it is used, not as it might be used.

(2) The primary purpose of language is to communicate meaning, and our grammatical statement should describe the way words are handled so that they communicate meaning.

(3) ... we must expect that words will lean upon each other to produce a total meaning, which meaning cannot be broken up into parts ...⁷

Professor Laird then devotes a chapter to the analysis of grammar according to these tenets, which may be summarized in these words: "The core of our functioning grammar seems to be nexus, nexus of several sorts, supplemented with subordination and co-ordination. The grammar of sentences seems to break into five functions: being a subject, being a verb, completing a verb, showing relationships, and modifying."⁸

GRAMMAR IN THE ELEMENTARY SCHOOL

Although the scientific analysis of grammar indicated in the previous section has not as yet influenced the grammar taught in the schools, there is, nevertheless, an eagerness at all levels of instruction to find effective use of grammar and

⁵ For a critical review of *The Structure of English*, see "Grammar in a New Key," *American Speech*, February, 1953, Vol. 28, pp. 35-40.

⁶ Laird, Charlton. *The Miracle of Language*. New York: World Publishing Co. 1953. P. 144.

⁷ *Ibid.* p. 193.

⁸ *Ibid.* p. 207.

improved methods of instruction. In the elementary grades the tendency today is to postpone the analysis of the sentence to the seventh year, and at that point to teach fewer concepts more slowly and carefully than was formerly done. Research and experience have shown that in teaching grammar too fast and too early, pupils build up resistance and resentment which carry through their high-school years to undermine the teaching of grammar where it could be most effective. The trend, therefore, is in the direction of building sound language habits through usage in the elementary school through grade six, to lay a solid foundation of a few basic grammatical concepts in grades seven and eight, and to leave the remainder of grammar to the senior high school, or grades nine through twelve, for a slowly developing command of the structure of English.⁹

GRAMMAR IN THE SENIOR HIGH SCHOOL

The most important trend in the teaching of grammar in the senior high school today is the gradually growing conviction of high-school teachers that the teaching of grammar is not for its own sake, but for the improvement of written English and particularly in the development of better sentences. From this conviction spring two changes of attitude: (1) the high-school teacher no longer expects the ninth-grade student to know more than a few concepts of grammar; (2) the high-school teacher is eagerly examining techniques to make grammar function in the effective use of English.

By way of example of the changing point of view, there follows the introduction to the new course of study in grammar of a high school in a mid-western city:

If it is true that we are teaching grammar to enable us to express ourselves more clearly, then it follows that grammar should be taught in the context of communication. This means that the student will use his own ideas and will put language together to express what he wishes to say according to the principles which we think important for using the English language. Grammar then becomes a problem in synthesis; it concerns itself with analysis of other people's writing in a minor way only. Six underlying principles have guided the arrangement of this material:

1. Teach all principles inductively.
2. Apply each grammatical exercise immediately to a practical language situation.
3. Teach and reteach the fundamentals of sentence structure by having students build sentences; only occasionally by having them analyze sentences.
4. Remember that only a small number of terms are needed for the intelligent discussion of sentences. [12 are listed]
5. Teach the fine points of structure only to advanced classes and to especially bright students.
6. Assign much practice in writing.¹⁰

In the description of this program and its principles one emphasis stands out above all others. It is the emphasis upon the inseparable relationship be-

⁹ See Robert C. Polley "What About Grammar," *Education*, April, 1954.

¹⁰ Wichita, Kansas, Unpublished course of study in English; section on grammar, Lucile Hildinger, chairman, Wichita High School East.

tween grammar and the constructive writing of the student. Each of these six principles states in one form or another the basic concept of this approach to grammar: that grammar is the analysis of what one does with words and forms as he constructs English sentences and that in the construction of such sentences, and in the improvement of such sentences, lies the defense of and the basis for the teaching of grammar.

Another recent contribution carries the tool approach to grammar further by setting forth in specific illustration the uses of grammatical concepts to develop and improve the written sentences of students in junior and senior high schools. Published under the title *Using Grammar to Improve Writing*,¹¹ this bulletin is written to establish and illustrate the fundamental principle that "any specific item of grammar should be taught when and where it is needed for a specific purpose." The introduction discusses the relationship between formal grammar and useful grammar and concludes with the words, "the area of greatest usefulness for grammar in the schools is perhaps the improvement of writing through skillful sentence-carpentry." The contents of the bulletin then take up in turn seventeen grammatical elements, breaking each down into specific statements of the use of a grammatical idea for the improvement of a sentence skill. For example, under the heading *Adjective Phrases* the first working statement is, "Adjective phrases may save words, taking the place of adjective clauses: The book which is lying on the shelf belongs to my brother: Improved, The book on the shelf belongs to my brother." In similar manner 51 grammatical ideas are presented and illustrated by pairs of sentences.

The fundamental position of the Iowa bulletin is that grammar should be taught to improve sentence structure by specific principles applicable to specific writing situations. In this respect the bulletin will be a valuable aid to teachers who want to use grammar as a tool to writing. It is deficient, however, in the first principle of the Kansas report, that grammatical principles should be derived inductively. In the Iowa bulletin the grammatical principles are assumed in advance. The student does not derive them from experience. A combination of the two teaching concepts, *first*, that students derive the principles of grammatical structure by the observation of how they construct sentences for certain purposes of communication, and *second*, that they apply these principles to the correction and improvement of their own sentences, seems to be the desirable approach to the use of grammar at the high-school level.

In conclusion, we can observe that although change in the teaching of grammar is slow, and the adoption of a completely new scheme of organization not likely in the near future, still the trends today are hopeful in their emphasis upon the application of grammar to English sentence structure and in the stimulating teaching materials now appearing to carry out this emphasis.

¹¹ Stageberg, Norman C., and Goodrich, Ruth. *Using Grammar to Improve Writing*, Cedar Falls: Educational Service Publications, Iowa State Teachers College. June, 1953.

Memo: To a High School Principal

Subject: Spelling

HARDY R. FINCH

SOME time ago, you asked me to write the answers to a number of questions on high school spelling. Unfortunately, reading fifty student research papers, correcting final examinations, presiding over after-school detention, and other urgent duties have taken up most of my spare time. Only now, just before the deadline set by you, have I had the time to write this memorandum to you. I hope that the answers that follow will prove helpful.

IMPORTANCE OF SPELLING

Is spelling important?—Yes, spelling is important. Perhaps it is even more important than we realize in a moment's thought. How often is a high school judged or misjudged by a local businessman or professional man on the basis of how well its graduates spell? How frequently do the graduates of a high school meet their Waterloo in a college freshman English course because of poor spelling?

Yes, there are many examples of the importance of spelling. We recall the high-school graduate, with an excellent service record, who could not become a radio operator in the Navy because he was a poor speller. One misspelled word in a code message might mean the loss of ships and lives in wartime. We remember the young lady who was ridiculed by her young man because she misspelled one word in a letter, and the art student whose attractive poster did not win a prize because of a misspelling.

MORE EMPHASIS NEEDED IN HIGH SCHOOL

Is more emphasis on spelling needed on the high-school level?—More emphasis is needed. As you know, high schools today are teaching many youngsters who have language deficiencies and low abilities. That these students need more help in spelling, an examination of their written work will quickly reveal. However, a check of the written work of the average and the above-average students will show the need for more emphasis on spelling also.

English teachers are discovering that, in many classes, spelling should be emphasized more. Geneva Meers,¹ on studying compositions written by her tenth-grade pupils, found that she needed to shift her attention from grammar to spelling. She reported this in *The English Journal* as follows: "Formerly,

¹ Meers, Geneva, "A Check Sheet for Errors," *The English Journal*, March, 1950, p. 161.

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I spent a week on grammar for every day I spent on spelling. That was before I discovered that, of all the errors on my sophomores' themes, sixty-one per cent were in spelling and only seven per cent were in grammar."

WHAT EMPHASIS?

What can be done to make the teaching of spelling more effective in the high school?—There are many ways in which high-school spelling can be improved. Here are some of the ideas that we have gleaned from our experience, our colleagues, and the literature of the field.

1. *Ask every teacher in the high school to help students improve their spelling.*—Only when every teacher checks student spelling in written work can effective progress be made. However, checking is not enough. Teaching needs to be done also. When new words are being used in class, subject teachers can teach students to write them correctly. The science teacher, for example, can teach his students how to spell *photosynthesis*, *mitosis*, *invertebrates*, etc., at the outset, before they write the word incorrectly. In the social studies class, students can learn how to spell such new words as *embargo*, *constitutional*, *bicameral*, and *extra-territoriality* when they first appear in a lesson.

2. *Schedule some time for poor spellers to do remedial and review work.*—This may mean arranging for conference periods for each English teacher so that individual students can receive help on spelling and other language arts problems. This may also mean the scheduling of special spelling periods for students who need a great deal of help. In such periods, a teacher trained in spelling teaching methods would give group and individual lessons according to needs. This arrangement has been used for three years in Greenwich (Conn.) High School. Poor spellers meet in special spelling classes once a week during the entire school year, or until they show sufficient improvement to be excused from further classwork. Forty-six students, referred to the classes by their English teachers, received instruction during one school year.

3. *Have a good spelling book available for use in the classroom.*—Such a book should contain commonly used words² which might be difficult for high-school students. Each word should be presented in such a way that learning would be facilitated. Each word should be used in a sentence so that the student can see it as something that has meaning when used with other words. Memory aids should be provided so that the student can attack hard spots in words more vigorously—(the *dent* in *independent*, the *ate* in *grateful*, etc.).

Visual drills in a good text should give students the practice in writing spelling words in ways approximating a real writing situation. Also in a high-school spelling book there should be instruction in pronouncing "ear" words, lessons emphasizing troublesome beginnings (*mis*, *dis*, etc.), and endings of words (*ary*, *ery*, *ory*, *ance* and *ence*, etc.), and demonstrations of the use of the

² Finch, Hardy R., "High-School Students Can Improve Their Spelling," *Spelling Trends*, 1950, p. 2.

apostrophe in possessives and contractions, of the hyphen in compound words and syllable separation, and of capital letters. Spelling rules should be included, but only the most useful ones. A basic dictionary giving pronunciation and meaning of all words in the text should be bound into the book. A text with most or all of these attributes would serve as a valuable aid in a remedial class and would give valuable assistance to the teacher in the regular classroom.

4. *Make a vigorous campaign for better spelling in student-written work.*—This means the marshalling of every idea and device to produce better spelling where spelling is actually done by the student.

(a) *Help students to develop the right attitude toward spelling.* Students can show remarkable progress if they believe that spelling is important to them. Parents, too, must have this attitude, for the parent who boasts about his own spelling errors, is building up the wrong attitude in his son or daughter. Don't hesitate to ask the parents to adopt the right attitude. They will understand when they realize that their child's success is at stake. Relate to students examples of the importance of spelling. Use every good example at your command, for if the student is convinced, he will improve three times as rapidly, and will thank you for your help.

(b) *Keep and analyze lists of words misspelled by students.* Ask each student to correct each misspelled word and write it in a sentence in his notebook. From time to time, tell him to furnish a copy of his error list to you. With this list at hand when you correct future themes, you can determine whether he is making the same errors or not and what kinds of errors he is making. Your analysis of the student's errors will guide you in what remedial procedures should be used. By comparing earlier lists of errors with later ones, you can easily determine just what progress can be made.

(c) *Follow up all misspelled words.* Many of the words misspelled by the high-school student have been written wrongly by him for several years. The wrong habits of spelling are firmly fixed. Therefore, just one rewriting of the word will not usually teach him to spell it correctly. He will need to relearn the word; then he will need to be checked on that word frequently until the new habit is firmly established. Progress may be slow, but constant follow-up may produce results in the end.

(d) *Train students to proofread.* Always allow time for students to look over their papers before they are turned in. Suggest that they look for words that they have misspelled in the past. Teach them to read every word of their themes. When they become skilled in proofreading their own papers, give special credit if they find a spelling error while reading another student's paper. Offer an additional bonus if the student finds a misspelling that you did not mark when you corrected his examination paper.

(e) *Spend time on the pronunciation of words that are causing difficulty.* Since many words depend upon pronunciation, this may be a valuable activity.

If you can improve the pronunciation of such words as *library*, *February*, and *government*, you can improve their spelling.

(f) *Show poor spellers how to improve their handwriting.* Such work would not necessarily be the teaching of a writing method; rather it would be help in the formation of certain letters which the student forms poorly. Usually, such letters as *m*, *n*, *i*, *u*, *o*, and *a* are the ones that require attention.

(g) *Use the spelling bee or contest to stimulate interest.*³ Conduct a spelling bee once a year and publicize it widely. The G. & C. Merriam Company (Springfield, Mass.) has complete information on this and furnishes a medal gratis for the winner. At a local service club meeting, stage a spelling contest in which high-school students compete against club members. Before the contest, explain what is being done about spelling in your high school.

(h) *Use unusual devices and methods to hold the attention of the spelling student.*⁴ Following are several that have proved successful:

Bulletin board posters, cartoons, and displays are effective. Mnemonic devices can be illustrated, hard spots in words dramatized, and exhibits can show the importance of spelling.

By means of *book marks and book covers*, spelling can be taught. Each student can make interesting book marks which feature his spelling words. On his own book cover, a student can display his "demons" and new spelling words.

Call *each student an "expert"* on a word that he misspells consistently. Whenever that word is used in class, it is the expert's responsibility to check the accuracy of the spelling. He must learn to spell the word in order to check it, or he must find its correct spelling in a dictionary each time the problem appears.

Improvement graphs are useful. After a student learns how to make a graph of his spelling scores, he can see at a glance the progress he is making.

Encourage students to *use the dictionary*. When classroom sets of dictionaries are available, students can check their own spellings and spellings of others easily and accurately. Every time a student sees the word spelled correctly, he is forming an accurate image of the word.

Make a local spelling list. Collect from local employers lists of words most frequently misspelled by your school's graduates. Include those most frequently reported on a list for review in the classroom.

Use spelling games. Letters from an anagrams game can be used for the spelling out of words by students. J. B. Conlon of Greenwich (Conn.) High School has had great success with a spelling game which has matched blocks. Two students play the game, one acting as the "teacher," the other as the pupil. After the "teacher" sets up the word on the board, the pupil spells it out with letters. Since only the correct letters fit, the pupil tries until he spells the word correctly.

³ Finch, Hardy R., "Some Spelling Problems and Procedures," *The English Journal*, April, 1953, p. 191.

⁴ Finch, Hardy R., "15 Ways to Make the Teaching of Spelling More Effective," *The Steck Company*, Austin, Texas, 1951, pages 1 and 2.

Criticism and the Three R's

HERBERT G. ESPY

LEST the able men and women here assembled be so puzzled by my role as to be distracted from my subject, please allow me a brief word of explanation. Being concerned about the mounting volume of complaint and criticism, and knowing my own meager knowledge of the adequacy with which we teach reading, writing, and arithmetic in the schools, I willingly accepted this task. I hoped in a few short months to determine whether or not the schools are doing the job. I expected to present for your edification and for my own enlightenment statistics and charts to demonstrate, or at least to indicate, the efficiency with which pupils are being taught the fundamentals in reading, writing, and arithmetic.

It seemed to me then, and it still seems to me, that there are two important and good ways to deal with criticism. *First*, we should listen to the criticism, with minds very open and hopeful. We should ponder it, seeking not merely those sharp shafts which may point straight to the heart of our shortcomings, but also those lesser points which we should winnow with care. *Second*, we should carefully and judiciously examine all the facts which can be brought in evidence. (As chief state school officers our duty to defend and support the schools is balanced by an equal obligation to make education adequate to meet the requirements of our country and its people.)

USE OF SAMPLES OF WORK

Knowing the nostalgia which strongly moves some of our critics, and which indeed fills all of us at times, I have sought comparable samples of student work from the schools of today and from those of a generation past. But I find that such samples as we have are too sketchy and too few to warrant any direct, objective comparisons. Because so many people find inspiration or amusement in comparing schools of today with those of the "good old days," I would urge state and local education departments to collect and to preserve representative samples of school work as the years pass.

Through the generous helpfulness of test publishers, of organized testing agencies, and of university specialists in the testing of pupil achievement in schools, I have been able to assemble at least a representative sampling of the performances of school boys and girls who have taken standard tests, such as all of you know well, with figures to show how many pupils can do them or cannot do them. And I shall quote, for illustration, samples of test items.

Herbert G. Espy is Commissioner of Education for the State of Maine, Augusta, Maine. This article is part of an address made before the National Council of Chief State Officers.

First, however, I should warn you that, although these samples have come from typical communities, I could also give you some very different samples from other communities which are also reasonably typical. In other words, test results differ so much in different communities that no test report should be called truly typical, and, more importantly for us, we have no standard or criterion to tell us what level of achievement is adequate for young people in the United States today. Moreover, when we cannot identify the pupil as an individual—knowing his capacity to learn, and his educational goals as a person—it is almost idle to peruse test results with any hope that by that simple step we can know whether all is well or not well in the teaching of the three R's. For example, suppose you know that in a fairly typical city only twenty per cent or less of all eighth-grade pupils could do these problems:

Our kitchen floor is fifteen feet by twelve feet. What will it cost to cover the floor with linoleum at fifty-eight cents per square foot?

The carfare from the city to Parkville is sixty-four cents. A ten-trip ticket costs \$5.10. How much would you save on each trip by buying a ten-trip ticket?

A house worth \$10,000 is insured for four fifths of its value at a rate of thirty cents per \$100. What is the annual premium?

Or suppose you knew that thirty per cent or less of the pupils in this community could spell such words as perceive, expense, adjourned, bronchitis, or logical. Or suppose that in another representative city at least sixty per cent or more of ninth-grade pupils could correctly multiply 310 by 203, could determine what is four per cent of eight hundred dollars, could divide five eighths by three tenths. But suppose that only a third of them, knowing the principal to be \$300, the rate three per cent, the time nine months, could calculate the interest. How would you judge the adequacy of these performances? Indeed, how could you decide, unless you knew also something about the mental capacity of the pupils, and much about their prospect for further education, or vocational or professional advancement?

Although it would have been interesting to examine at length many more samples of the test results which are now obtainable, we should arrive at no very helpful conclusions, and for the following reasons:

1. Most commonly, test results are reported as local school or community averages, which have very little meaning of any sort, except to show local fluctuations from year to year or local deviations from national norms.

2. There is usually no way to be sure that what the test requires is what should be required of our young people if they are to meet the requirements of our modern life in the United States. Perhaps most of the tests in common use reflect the practices, the preferences, and the expectations of teachers. How are we to be sure that what the tests call for is truly necessary? And no less importantly, how can we be sure that they do not omit what may be essential?

If you are willing to believe that contemporary tests are reasonably adequate, you should be concerned about the fact that much of what they call for is not performed by sizable proportions of boys and girls in the upper elementary and high-school grades in many typical American communities.

If on the other hand you are doubtful regarding the content of our commonly used tests, or the ways in which test results are reported, or the ways in which they are used, then it seems to me at least that we as school administrators are under an obligation of great urgency—an obligation to focus strong attention on the task of making our educational tests adequate in content and in methods of use. In this way we may know more surely both the goal and the progress of the individual child in school, as well as the objectives and the efficiency of the school as an institution.

If we seriously undertake to work for better tests and better use of them, we should expect also to develop more continuity and better state, regional, and national co-ordination in programs of educational testing. Indeed, much of our present lack of evidence concerning the adequacy of teaching of reading and arithmetic results not so much from lack of reasonably good tests as from very inadequate methods of reporting and using the test results. We now administer and use tests as if they had been designed for the edification of statistical clerks. These tests should be administered and used so as to yield useful information specifically for teachers, for supervisors, for school committees, and for the general public.

THE JUDGMENT OF COMPETENT PERSONS

There is every reason to believe that our relatively few specialists and technicians in test-making and in the evaluation of educational progress would welcome and respond to a demand for new standards in line with modern social needs, for improved tests, and for better ways of using them.

Being somewhat disappointed at my inability to obtain any test results in the teaching of writing, it occurred to me to do what I should have been wise enough to do in the beginning. I should in the beginning have sought the judgment of the able men and women who have given their exceptional talent and many years of their time to the systematic observation of the ways to teach, to the clinical study of the way children learn or fail to learn, to the creative development of improved teaching methods, and to the constant critical evaluation of the teaching of the fundamentals. I have asked a considerable number of those men and women to express their judgments regarding the adequacy with which we teach the three R's.

The judgments expressed by those highly competent men and women differed in at least one important respect from the judgments expressed by most of the critics of the schools. I have found these specialists to be most careful to make their statements accurate, to substantiate them with direct evidence, to maintain an attitude of humility, of generous helpfulness, of candid thoughtfulness. Indeed, if the critic of the schools is sincere, as we should assume that he is, and humble, as some energetic critics find it hard to be, it would be a most helpful thing if some of our most ardent critics could have the privilege of unpublicized and unhurried conference with these

specialists for the mutual weighing of thought and opinion. At least among the more than two score specialists whom I have consulted virtually all emphasize certain facts and observations:

1. They agree that there is at present no objective evidence to show conclusively that teaching of the three R's in our elementary and secondary schools is better or worse, more effective or less effective than in the public schools of the preceding generation.

2. On the basis of all they know, however, from their years of clinical study, experimentation, and observation, they believe that the teaching of the three R's is in general continuing with no appreciable loss, and that the schools, far from deserving censure, actually deserve praise for their degree of success in the face of changing and hindering circumstances. The specialists emphasize the point that, in view of the increased annual promotion of pupils in our schools and the phenomenal increase in unselected enrollments in secondary schools, the teachers and the schools can well claim much credit for having maintained scholastic standards with such apparent stability.

3. They are willing to assert that through creative experimentation, clinical research, and continued effort and improvement, both teaching materials and teaching methods have been greatly improved. College and university specialists, staff members in public-school systems, and publishers have all contributed generously to this improvement.

4. They take pains to point out that the effectiveness of our teaching in the fundamentals could be substantially increased if all teachers were sufficiently trained and able to use the most effective methods.

5. Many of them emphasize that, particularly in teaching the fundamentals, large classes hinder good teachers from doing effective work. We do not know how to teach the fundamentals in large classes.

6. It is their belief that, because of many changes in the political, economic, social, and personal lives of the people of the United States, it is clearly necessary for virtually all citizens to have much greater competence in the fundamentals than has heretofore been necessary. Neither the schools nor the citizens who control them should be content merely to maintain existing standards in the fundamentals. Substantial improvement is required.

7. They agree that for many reasons there is compelling need for well-organized research, both to determine the actual attainments of pupils and to establish new standards which are reasonable in relation to their differing talents as individuals and to the requirements of our society.

These seven generalizations drawn from our jury of educational experts may be made more tangible and meaningful if we give heed to what the specialists in each of the three fundamentals have to say.

WHAT THE READING SPECIALISTS HAVE FOUND

As you well know, there are more specialists doing more research in the teaching of reading than in the other fundamentals. Although they believe that reading is now taught by more teachers with more skill and with more effectiveness than ever before in the history of American education, and although they believe that, in the primary and middle grades of the elementary schools pupils have benefited from improved teaching of reading, they also agree in recognizing that a considerable proportion of pupils, including some who are very able, do not progress to their appropriate levels of attainment.

These authorities also virtually all agree that there are now considerable numbers of pupils who, although enrolled in high-school or college courses, have not yet attained the basic reading competence which is required for success in such courses.

Very properly, our critics of the teaching of reading are not concerned merely with reading skills. They are concerned also with reading tastes and habits. The evidence and expert judgment on this point are both somewhat inconclusive. If we consider the thorough research of America's book publishers, we see clear evidence that among United States citizens their habits of book reading and book buying are a direct result of their school attendance. There is no doubt of the fact that those who use books or buy books are the people who have had the most schooling. And the librarians generally report that pupils in school, both elementary and secondary, are their best customers. But those specialists in reading whom I have consulted, although agreeing that youngsters increase and develop in their reading interests and tastes all through the elementary school and in the junior high school, are not sure that high-school students are equally to be commended for their growth in library literacy.

Although their viewpoints and observations vary, our reading specialists believe that in one way or another the high school is much less well off as regards its effectiveness in developing good readers than the elementary school. Many point out that the high school only recently has become a common school and has, therefore, had only a short time in which to learn how to teach all the children of all the people. Others observe that the majority of high-school teachers are trained in colleges which give little attention either to the methods of teaching reading or to the materials which teachers should use in the high schools.

Although our authorities recognize that high-school English teachers are conscientious in their desire to improve the reading skills and tastes of their pupils, they note also that many English teachers are handicapped for want of training in efficient methods of teaching reading and by lack of acquaintance with good books suitable for study by their pupils. They observe also that teachers of other high-school subjects could help substantially if they would believe that they too have a major obligation to make their pupils good readers. The list of shortcomings as regards reading at the high-school level could be extended. There is every reason to expect that our secondary schools as institutions and that many of the teachers in them as individuals should much more seriously accept their obligation to produce young readers with higher levels of skill, fluency, and taste.

Our authorities on reading also express some interesting views about out-of-school influences on the reading of boys and girls. They are well aware that many media for sight and sound are constantly encroaching upon the silent domain of the printed word. They agree also that home and neighborhood influences, as well as the social pressures of their peers, all may deter

some youngsters from reading. But none of our authorities see in these circumstances any excuse for a school which fails to teach its pupils to read.

Before we leave the subject of reading there are a few incidental observations which should perhaps be made. The mere volume of the research and experimentation in the teaching of reading is impressive. To anyone who knows it and who recognizes the essential, reciprocal relation between research in reading and the teaching of reading, it is simply inconceivable that so much good research could be done in the absence of a comparable improvement in many school classrooms.

It seems only fair also to acknowledge here the thorough and able manner in which specialists in the teaching of reading have recognized their critics and marshalled pertinent evidence. Any thoughtful and studious person desiring to read a well documented discussion of this subject is urged to read "What Should Be the Profession's Attitude Toward Lay Criticism of the Schools?" (with special reference to reading), by William S. Gray and William J. Iverson in the September 1952 issue of *The Elementary School Journal*.

WHAT THE WRITING SPECIALISTS HAVE FOUND

As you will doubtless agree, it is perhaps quite right that reading should receive the lion's share of attention in research, but surely writing deserves greater attention than it now gets. Whereas there are dozens of psychologists and researchers studying the teaching of reading, they have relatively few counterparts who study the teachnig of writing. We must, therefore, depend upon the judgment of fewer authorities, most of them distinguished practitioners in the teaching of English or of writing, and some of them also reputable editors.

The long-time specialists, critical though they are of the schools' shortcomings, give high praise to the schools for their contributions to producing a new generation in America in which the "free flow of writing in the press far surpasses that in any previous period." They remind us, too, that social strata which were predominantly quite illiterate thirty years ago now contain many people who not merely read well, but are eagerly trying to write for publication. They know that our standards of quality are far in advance of those of thirty years ago. Indeed, they express some impatience with their professional colleagues who constantly "compare the work of their poorest students with the work of a few superior adults of a previous generation." And they say that the best work in our best high schools, as reflected in their school publications and in the national contests for student writers, is far in advance of the standards of the past generation.

But these authorities are by no means complacent. They cite the changes in our society which call for higher standards of competence in written communication. They remind us that, because writing is so intimately akin to thinking itself, it must of necessity be an individual matter, and that it

cannot be taught in large classes. They point out that learning to write calls for much practice, and that the continual use of formal exercises or work-books and of new-type tests, convenient though they may be in schools where teachers have too many pupils in their classes, and too many classes—the use of these easy-checking or self-checking materials—does not make for good writing. These specialists have become convinced that instruction in rules of grammar does not produce good writers. They wish that all teachers of writing in secondary schools and many elementary-school teachers might have had the necessary professional training which some of them have had. No less importantly, the specialists in the teaching of writing wish above all that teachers of writing might have the time and the encouragement to teach writing as good teachers know how to teach it and as it should be taught.

In spite of their gratification in the progress of the past thirty years, these specialists in the teaching of writing give clear warning that large classes and large teaching loads are frustrating to teachers of writing. It seems very clear that one major necessity in any attempt to raise standards in the teaching of writing is to reduce class sizes and teachers' loads so as to permit pupils to receive the individual attention which is essential. In the opinion of the authorities, these adjustments are not likely to come unless we administrators ourselves come to understand more of what they have learned about teaching pupils to write.

In brief it is perhaps fair to say that the teaching of writing for communication purposes has until very recently been progressing in praiseworthy fashion, but that at present we are not likely to maintain this progress or to reach the high standards required of our young citizens unless we stimulate all teachers to use improved practices in teaching, and unless we also reduce their work-loads to make that improvement possible.

Before leaving the subject of the teaching of writing, I should report to you that the specialists in this field, not unanimously, but in clear preponderance, call earnestly for much greater provision for research, both to determine suitable standards and to continue the discovery of improved teaching methods. If I may be permitted a personal observation at this point, I would subscribe strongly to this recommendation. The leaders in this field are notable for their analytic clarity, their professional dedication, and honest assessment of gains and losses. How fruitful it would be if they might benefit from a research effort comparable to that given in the past thirty years to the teaching of reading!

Although they do not all state the theme explicitly, the specialists in the teaching of writing emphasize the fact that the process of writing is hard work, that it is essentially intellectual discipline, a highly individual pursuit. They assert also that improvement in writing seems to come almost as a by-product of the individual's desire to communicate. All of these considera-

tions seem to me to suggest that in all schools, and particularly in schools which forthrightly undertake to give suitable opportunity to gifted pupils, there should be experimentation to provide for greatly improved standards in the teaching of writing.

A second observation which is intimated by some of the specialists in writing is that at the elementary-school level we do not now give adequate attention to the development of suitable curriculum content for the teaching of writing. Indeed, some authorities suggest their fear that, during recent years a child's experiences in the elementary school involve less and less experience in writing. I have not been able to check this point. But I should think it a very fertile field for study—that is, by learning to write should still be looked upon as an important objective for many pupils.

WHAT CAN BE DONE

As I ponder the words of the specialists I am filled with admiration of their thorough knowledge of the teaching in our schools, of their balanced judgment, and of their ability when invited to make criticisms which are both trenchant and constructive. If it would now be profitable for us to give more attention to the most competent available criticism on the teaching of the fundamentals, I believe it would be wise for us to bring together in considerable numbers our ablest specialists in the teaching of reading, of writing, and of arithmetic. Their diagnoses of the strengths and weaknesses of our teaching have the double advantage of being both soundly based on competent knowledge and pointed toward constructive remedial action. (Although we recognize the peculiar merit of the critic whose lack of involvement permits him to be more disinterested, the amateur critic suffers certain disadvantages which make it most improbable that his criticisms will in any way obviate the need for the critical analyses of the working specialist. Indeed, the opposite is true.)

When I consider on the other hand the criticisms offered by those whose interest in the work of the elementary and secondary school is recent, remote, or amateur, I wish that somehow they might have the satisfaction of knowing more intimately, directly, and thoroughly the subjects which have so aroused their interest. I do not mean to suggest that we should willingly ignore any critic of our public schools. But we are missing far more if we fail to invite the criticism of the experienced and creative laborers in the educational vineyard, many of them so active in advancing the progress of education that it may not have occurred to them to publicize their laments.

Because we all share the concern of citizens, parents, and teachers that reading, writing, and arithmetic should be well taught, and because even those criticisms which are perhaps too narrowly focused deserve to be met directly, without any sort of avoidance, I have kept closely to the teaching of the three R's. And I have sought to rely on the pertinent evidence and on the judgment of able authorities.

But this intentionally limited view needs to be given more perspective. Indeed, without that perspective it could be very misleading. Although there is not time for full consideration of them, I should like to make at least very pointed mention of a few features in the broader view. First, let us all be clear about the fact that our schools have only in this generation become the schools for all American youth. If a generation ago they seemed more easily or cheaply to teach the three R's, let us remember that they taught only a few youth, the easiest to teach. Today our schools teach all the children of all the people. That glorious fact cannot be ignored in any sound analysis of the efficiency of our schools. Secondly, in spite of all that is now being done to maintain our schools, our total effort is insufficient. Let us not deceive ourselves, or others. Rising school enrollments, rising dollar costs, teacher shortages do not add up to educational efficiency. It will take a lot more than criticism to remedy the shortcomings which our schools now have and which they recognize. Much improvement is possible, but it is not attainable except through greatly increased effort on the part of *all* the people. And finally, we have no warrant for backsliding or for more complacency. The dynamic expansion of our economy, the vital growth of our technology, the rising levels of our social and cultural life are all eloquent proof that America's schools in the past performed their essential role. As we look about us at the hazards and obligations confronting us as a nation, as we behold the great prospect before us, we see as well our urgent need for educational fundamentals which are broader and better than those which sufficed for our generation. America's citizens, young and old, can have and must have better schools than any people ever had before.

School Papers: Opportunities and Procedures

WILLIAM D. BOUTWELL

IN A large upstate New York high school the school newspaper adviser found himself with an elected student staff which had grown careless. Despite the adviser's admonitions the staff began to miss copy deadlines. Coverage of school events fell off. Finally the adviser came to the point where he found he must work late into the evenings to "put out the paper" or let it miss an issue. So he let it miss an issue.

The whole high school came to astonished attention. The principal called the adviser to find out what had happened. Staff members found themselves

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trying to answer questions from angry subscribers. The student council held an emergency session. The PTA called for re-establishment of the student paper. The biggest news in that high school for a week was the fact of "no news." Temporary suspension of the newspaper revealed to all members of this school community the importance of its high-school newspaper.

BENEFITS ACCRUING FROM SCHOOL PUBLICATIONS

Estimates on the number of newspapers published under school auspices vary from 15,000 to 20,000. Scarcely any large high school fails to operate a school paper. A few very large schools maintain daily papers. Greatest current growth of the school press extends downward toward the junior high school and even the elementary grades. Mimeograph, spirit duplicator, and typewriter together with offset press bring the school paper within reach of the earlier grades. While the commercial press deplores the steady loss of dailies and weeklies, the school press—newspapers, yearbooks, magazines—thrives mightily. There must be reasons and indeed they are not hard to tick off:

1. *Fostering the School Community*—A school is more than brick and glass and wood. It lives as a complex entity; a vibrant community carrying on innumerable activities and services; an organism that functions because everyone knows his part, his potential role, and the aims of his school. One key instrument for creating, serving, and maintaining a progressive school community is the school newspaper—the weekly or bi-weekly record of the community's life, its achievements and enjoyment of social life and sports, and recognition by name of individual contributions. Long years after graduation, the yellowed clippings from the school newspaper will be treasured evidences that the individual has not been lost in the crowded school communities. More than any other activity, the school newspaper serves as a thread of continuity. On this thread are strung the beads of daily events which become the recognizable necklace we know as school.

2. *Composition Skills*—One recent study in California revealed that the English teacher who conscientiously asks for student themes once a week must add at least twenty hours to his work week for paper-marking and correction. Only the super-dedicated teacher will undertake such a burden. So composition skills become neglected in American schools. Into this vacuum comes the school newspaper and magazine. They cannot promise to give practical composition instruction and writing experience to all the student body. But they can help. Especially with the brighter students who stand most in need and most to gain by learning composition skills.

In place of the inanities of theme writing—"My Vacation"—"My Uncle"—"A Trip to the City"—the school newspaper invites writing on current subjects for real communication to real audiences. Moreover, school journalism insists

that its cubs learn the habit of objective observation and reporting. This experience often carries benefits as lasting and important to success as the student's discovery of the rules of logic or the scientific method.

Along with its priceless benefits journalistic writing has certain liabilities, chiefly in that "stories" must be written according to a pattern of the five Ws. This deficiency the perceptive journalism teacher can overcome. Introduction of a school magazine can do much to give wider scope to student imagination and to writing.

3. *Practice in Evaluation and Discrimination*—Parents volubly deplore the reading of comic books and cheap magazines. Where shall the student learn discrimination? In the classroom? Yes, in part. But many experienced teachers believe that lessons learned through the participating experience of the laboratory method insure a more powerful and more lasting influence on taste. The school's bands and orchestra build our future discriminating audiences for music. Similarly, the school newspaper and magazine introduce students to standards of writing, standards of accuracy in reporting, standards of format and printing. If we would look to higher standards in United States newspapers and magazines let us remember that the best possible incubator for discriminating readers of our press will be the high-school journalism class and newspaper office. What they learn here will become standards for their adult years.

4. *Guidance*—No activity in our high schools can roll up a higher record for introducing, screening, and guiding students to—and away from—vocations than high-school journalism. Guiding teenagers *away* may be more important than guiding them *to* journalism. The staffs of United States magazines and newspapers contain thousands of workers (including the writer) who "once were newspapermen themselves" on high-school papers. But this takes too narrow a view of the guidance function of school journalism. Communication by print, radio, TV, movies, magazines, advertising, *etc.*, calls for thousands of workers skilled in writing, skilled in the varied arts of communication. Communication is a \$10 billion annual industry growing bigger with every reduction in average hours worked per week by the American worker. Nor should the guidance function of school journalism be considered as limited to the communications world. Everywhere in public life the phrase "I used to be a newspaperman myself" has become a cliché. Why? Because our society requires at all levels, but especially among its leaders, individuals skilled in using words for communication. Is it strange that so many attribute the beginning of their careers to school or working experiences that first gave them practical mastery of words as tools for communication and the habit of objectivity? So often the *practical* part of their training began with school journalism.

PROBLEMS ENCOUNTERED

So much for the benefits accruing from publications of school newspapers and magazines. What are the problems? What conditions will assure a good newspaper with least risk of trouble?

1. *The Adviser*—Choose the adviser with care and prayer. Too often the school principal calls in the newest and youngest English teacher and says, "We need an adviser for the newspaper and, Miss Jones, you are it." Miss Jones gasps and says: "The newspaper! I don't know a thing about running newspapers. I majored in Chaucer." The principal concludes the interview: "All other teachers are assigned. You'll do fine as adviser to the school newspaper."

One wonders whether such a principal would respect a local newspaper which selected its publisher or editor with such small regard to qualifications and experience. Employing an English teacher with experience and training in school journalism will prove the best possible investment. It will assure quality; the paper will come out on schedule with minimum stress and strain. It will keep within its budget. It will not carry the kind of heedless slur or error that may cost a principal his position. Experienced advisers can be found, or trained. We have many institutions that give courses for prospective advisers. We have even more institutions that offer summer school instruction. Here an English teacher can prepare for the arduous duties of a journalism adviser.

2. *Extra or Curricular?*—Next question, Shall the school newspaper be operated purely as an extracurricular activity or shall it be integrated with one or more courses in journalism? If at all possible let the adviser also offer one or more courses in school journalism. But do not give responsibility for publication of the paper to the class. The journalism class can be justified as a practical course in composition. The adviser will use the class as a training and tryout ground for student staffers. Most promising class members will find themselves elected to top staff positions after passing through the stages of training as beginners and understudying the seniors. Do not let the newspaper staff become divorced from the journalism class.

Some schools operate with two advisers—one to work with students on the editorial side, another, usually from the business English or commercial department, to work with the business side of the paper. The school paper can provide practical guidance for business as well as writing and editing.

3. *Time Schedules*—Be sure to give the newspaper adviser time for his demanding job. No excellent paper can be expected from an adviser who must carry a regular teaching schedule *plus* the newspaper. Typically, the adviser has at least one period per day for school newspaper duties. Some schools allow him two. Most teachers manage very well with a journalism class period and one period per day for work with the newspaper staff. The principal

who doesn't give the newspaper enough time has himself to blame when mishaps occur.

4. *Gossip Columns*—Eliminate them. Nothing so delights the student body as gossip about "what blonde girl went to the Bijou on Friday night with what big, strong football player. And nothing packs more dynamite for the principal, his staff, and the school.

One final word. Remember that *community* and *communication* rise from the same root. You hold your school community together with communication devices. Second only to announcements in the auditorium as an agent for community action stands the school newspaper. Cherished and cultivated, it can build school spirit and promote scholarship. It can be the school's regular messenger into the homes. Not infrequently it has helped win bond issues for new schools. It assembles throngs to plays, sport events, and discussions. It introduces new teachers, recognizes their contributions, salutes their well-earned retirement. It is the pulse beat of the school.

Fortunately for every school administrator, some educational leaders deeply believe in the role of school journalism. They conduct the regional scholastic press associations to help your students and teachers to publish better papers. Leading publishers—Harpers, Macmillan, Holt, and others—offer practical texts for journalism classes. Indeed, no extracurricular activity enjoys more sustained professional love and attention. So the sources of aid and guidance hold out helping hands. Nothing stands between the principal and the operation of a successful and indispensable school newspaper.

Learning To Listen to English

LEON C. HOOD

LISTENING can be taught both through class work for the wide and extensive skills and through intensive individual work for remedial purposes. A class and its teacher should begin right from the start to have listening, required as part of the lesson, conducted in a systematic way and continued in a formal pattern long enough to set a procedure for class listening which will eventually become habitually effective.

Some teachers talk a lot to their groups. Some of these and many others have a great deal of other kinds of oral work in their classes. Often they mistakenly assume all their pupils know how to listen. Few of these teachers would make that same mistake with reading.

The thought processes in listening are closely akin to those accompanying reading. The chief variance lies in the gates of reception, which may in a number of cases not be equally keen, and the difference between orally received and visually received abstractions and symbols. Since the mental processes are much the same, the procedure for teaching listening skills is not a unique one. Visual aids, reading, writing, speaking, as well as listening are, for the most part, taught in lessons of three steps. Preliminary preparation on the part of the students and the teacher is the first step. Materials and techniques are previewed and selected for their suitability for the objectives of the lesson. Then the second step is the actual lesson. Finally, comes a follow-up to assist in assimilation and evaluation. These same three steps should be taken with every teaching effort in which the spoken language is used. From the very beginning of a term's work this procedure can be formalized and made into such a customary practice that the class will eventually fall into the habit of developing purposefulness, accuracy, criticalness, and responsiveness to all oral work.

To do this, regular formal listening exercises can be conducted in class well into the term. Materials associated with the unit of work in progress can be selected; isolated materials for particular emphasis can be chosen; or guests in person chosen from the class or from the recording collection can be arranged. **Before the lesson**, the pupils' attitudes, interests, or mind-set must be carefully

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manipulated. Background must be provided through reading, visual aids, or short oral presentations. A short recall of previously gained knowledge or a review of experience should be related to the material to be heard. All of this is in preparation of a desire to learn. To talk against a multitude of repressive and reluctant minds is a great waste of educational resources.

The middle area concerns the act of listening itself. If the pupils are listening for facts or ideas, they may wish to take notes. At any rate, they must note either in writing or mentally the pattern of the presentation—the central idea, the subordinate points, the supporting facts, the analysis, the generalization, and the emotional content. The pupils place these along side of those things already known; they analyze; they summarize; they judge; and they assimilate.

The final step in teaching listening would be the follow-up during which the material listened to is proved or evaluated. The chief outcome should be a response to the content of the oral selection. This may be a quiz, a discussion, a precis, or an associated phase where the pupils may have an opportunity to respond in a variety of ways.

SOME PROCEDURES

Easy first lessons may consist of listening in class to student statements of a couple of minutes in length which were prepared as home work. The pupils, following each statement, can be asked to reduce the main idea of the statement to a concise sentence or two. The writer of the essay may then call on various individuals to read their summaries, picking the best and pointing out where the others were incorrect, too general, or incomplete, and why. In advanced work of this nature, the class members may be asked to jot down what they consider to be abstractions and two-valued orientations in the meaning. Haya-kawa's *Language in Thought and Action* would be a valuable reference here.

Other difficult work may be class listening to a series of selections from thoughtful writers picked from literature anthologies or from current periodicals. Here again the pupils may be asked to state orally or in writing the gist of the writer's thought.

Then the class may be directed to listen at home to a broadcast speech such as might be heard on *Then and Now*, *Meet the Press*, *American Forum*, *Town Meeting*, *Chronoscope*, or some other discussion program or speech. Arguments on all sides may be summarized in papers of one or two hundred words. Often the radio or television dramas make good material for such assignments.

Another kind of listening exercise¹ could make use of recordings of the *Gettysburg Address* as read by Wesley Addy, Raymond Massey, E. V. Goodin, and Charles Laughton. During the hearing of these four interpretations, the pupils could listen for variety in meaning and emotion which each reader was

¹ Harlen M. Adams, "Learning to Be Discriminating Listeners," *English Journal*, Vol. XXXVI, No. 1, January, 1947, p. 15.

attempting to convey. Here pre-testing work would emphasize recall of the speech which may have been studied in some previous term, the two main divisions of the thought, and the individual's interpretations as he remembers having gained it in a previous grade. After the listening, a discussion might center on the meaning given by Addy, Massey, Goodin, and Laughton and the response to the readings by the class.

Other exercises could be made up of comparative selections from the many poetry and dramatic selections now available in recorded form by a variety of artists. There are four or five versions of scenes from Shakespeare's plays commonly studied in high school which could be similarly used.

It would be wise occasionally to use teacher-made tests where the teacher reads or plays back on a tape recorder her reading of several short essays. Each student may write a one-sentence summary of each or check a prepared answer sheet containing multiple-choice responses. Some standardized listening tests are appearing on the market.² These will prove to be most helpful in a number of ways.

Giving these kinds of listening experiences at frequent intervals will usually make the pupils aware of the kind of listening they must do to be aware of what is being heard in their daily lives. The practices provide for a maximum of pupil participation where interest is unlikely to lag because the subjects under consideration change continually. Language is being dealt with in a reasonably real situation with several of the major processes of English being constantly in use.

With so much listening being done in today's world, comprehension of the spoken language is of prime importance. It is the teacher of English who is the one logically to make a systematic effort toward improvement in listening skills although it is important in all the subject-matter areas. The whole field of education suffers when these skills are low.

One reason why we do not pay more attention to the skills of listening is that we hear so much and have been hearing so much that we have become careless or indifferent and, consequently, feel no strong urge to sharpen oral receptive and assimilative powers. Because we have been hearing since long before we could speak, read, or write, we assume that we were born with the full powers of comprehension of all the sounds that reach our ears.

We can, by focussing out attention on the necessary skills, develop in our pupils an awareness of the motives in listening, a sharing of responsibility with the speaker, a control of the emotional responses while listening, and a striving towards a grasp of central ideas in oral presentations. Without specific training there will be little improvement, for we do not become better listeners just by growing older.

² Brown-Carlson *Listening Comprehension Test*. Yonkers-on-Hudson, New York: World Book Company, 1953.

Persistent Problems in the Teaching of English

JAMES D. PLETCHER

IS ORAL communication receiving a fair break in our schools? What emphasis should we place on speaking in our high-school curriculum? Who shall teach speech, *per se*? When should speech subjects be offered in high school? These and many such problems puzzle administrators, teachers, and curriculum builders constantly. Of course, the answers to curriculum questions such as these must be tempered by the local situation, *i.e.*, school population, the peculiar needs of the school, and the financial ability of the school system. The following discussion is offered in the hope that it will throw some light on a few of the persistent problems in the teaching of speech.

EMPHASIS ON SPEAKING

From the beginnings of public education, we have directed our teaching techniques toward the written approach. In our classes we try to measure retention of drill exercises through written tests. We have given opportunity for practice in punctuation, vocabulary, and grammatical structure through written composition and workbook activities. We offer practice in proper wording and form in letter writing. We drill and test spelling with paper and pencil. We subject our students to lengthy paper-and-pencil mid-year and final examinations. The *major* emphasis, it seems, has been upon the written activities and less attention has been given to oral reports, discussions, dramatizations, lectures, and question-and-answer periods, impromptu, and extemporaneous speaking.

We are living in a talking and listening world. The wider use of the telephone, radio, television, motion picture, recording and amplifier equipment makes us constantly aware that the spoken word should be playing the major role in our daily communication activities. Since one of our objectives in secondary education is to help fit the youth for his place in society, and since ninety per cent of his waking hours are spent in communicating with other people; it follows that the schools should give a *major* emphasis in their teaching activities to those things for which the youth will have most need; namely communication.

It is not my purpose to infer that the written techniques have no values at all. On the contrary, the ability to write and comprehend the written word is

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very important. I merely propose a change in emphasis and, perhaps, a change in teaching techniques. We tend to teach the way that we were taught. We must keep abreast of the times in our techniques and place a greater emphasis on oral communication activities in the classroom.

Where budgetary and space limitations permit, special speech courses with specially trained and certificated speech teachers should be offered. Such courses as public speaking, contemporary drama, oral interpretation of literature, stagecraft, radio and television can enrich the total high-school program. Co-curricular activities such as debate groups, Thespian societies, radio and television clubs coached by specially qualified personnel provide invaluable training and experience for high-school students. Student speakers' bureaus can be a valuable community asset.

WHO SHALL TEACH SPEECH?

As a teacher in secondary education, I must point out that I believe very strongly in having qualified personnel teaching in the subject matter fields, and speech is no exception. Waldo W. Phelps, in an article entitled, "Evaluating the Secondary-School Speech Program"¹ writes: "In no other course is the teacher more important. The speech teacher not only must understand his own course, but in teaching it he also must come in close contact with the personalities of his pupils." It is essential for the teacher of speech to be a living example of the principles being taught, because much that the student of speech acquires in self-improvement is through imitating the teacher.

In order that there be a common understanding, I do not believe that *all* speech instruction in the secondary school is the responsibility of a special speech teacher, but I do believe, and highly recommend, that a specially trained speech teacher should be on every high-school staff to assist and advise where needs arise.

Speech activities should be a part of each subject matter field. Each subject matter teacher should have had some collegiate training in speech. Recent surveys have shown that more and more teacher training institutions are making speech instruction a requirement for graduation. Some states have already made speech training a requirement for teacher certification and more are following the example as the state education departments realize the growing importance of oral communication in our schools. Many schools utilize the speech teacher for in-service training of those teachers on the staff who have not had speech instruction. At the same time a word of caution is in order, for the speech teacher can easily be over-loaded with extra duties at the expense of his regular teaching program.

¹ Phelps, W. W., "Evaluating the Secondary School Speech Program," Bulletin of the NASSP, January, 1934, Vol. 38, No. 199, p. 230.

WHEN SHOULD SPEECH BE OFFERED?

Speech course offerings in the high school will be determined largely by the interest of the administrator in the speech field. If that interest is great, such problems as the lack of funds to implement a speech program, or the problem of finding time in an already crowded curriculum for speech courses, or the problem of securing qualified personnel to teach speech seem to be non-existent.

Many high schools in the western and mid-western areas now require a course in elementary speech for college entrance students. Some schools offer special speech courses in group discussion, drama, and oral interpretation of literature as part of the fourth-year English sequence.

The elementary speech course should be offered in the freshman year if possible, and thus establish for the student good speech habits and arouse an interest in speech activities. The integration of various speech activities in other subject matter courses is a valuable device for motivation, and the carry over from the early speech course will aid the student in participation.

Advanced courses and specialized courses in forensics, acting, stagecraft, and oral interpretation are more meaningful to the student if offered in the junior or senior year. There broader experience and research methods are utilized for advanced training.

SUMMARY

In the foregoing discussion, it has been pointed out that there should be a change of emphasis in all of our teaching from the written to the oral approach. Each teacher should be capable of enriching his course by using more speech activities and less paper-and-pencil type.

A specially trained speech teacher should be available to every high-school staff to assist with speech problems when they arise. He can also be used for special dramatic, forensic, or assembly activities.

Speech offerings should be made in the freshman year. Specialized and advanced courses should be given in the junior and senior years.

These suggestions are made in an attempt to minimize the persistent problems in the teaching of speech. By viewing the matter from the standpoint of: what shall be the emphasis on speaking, who shall teach speech, and when should speech courses be offered, perhaps we can in our own situations determine whether or not oral communication is receiving a fair break.

Teachers College Training for Future Teachers of English

EDWIN S. FULCOMER

SINCE World War II, teachers colleges have been undertaking increasingly major roles in the preparation of English teachers for secondary schools. In addition to their own students, they have given instruction to graduates of liberal arts colleges and of state and private universities who have enrolled to complete courses in methods, philosophy, and psychology which individual states require for certification at the secondary-school level. Most of these students take additional English courses for personal enjoyment, aesthetic development, or to complete major subject matter requirements. Many remain to complete graduate study and take the A.M. in English. So, an ever increasing number of English teachers for the public high schools are being prepared or are coming under the influence of the state or private teachers college.

THE CHALLENGE OF THE TIME

This educational development is particularly significant at a time when in many communities achievement of students in public high schools is under scrutiny by interested segments of the public. Sweeping generalizations are expressed concerning the inadequacy of preparation in language skills and reading competence. Frequently the criticism is directed against the graduates of teachers colleges who are presumed to be less rigorously prepared in the specific bodies of knowledge which comprise the concept of English. So emotional is the attitude of these critics and so little objective evidence is offered in refutation that the teachers colleges and the administrators who employ their graduates face a challenge frequently embarrassing to both.

THE CHALLENGE OF THE PROGRAM REQUIRED

The critics of the product of high-school English classes seem unaware of two significant factors which training institutions must recognize in the preparation of English teachers. The first is the vast number of students of varying ability and interest who are remaining in the high schools for instruction; the second, the constantly increasing complexity of a culture in which reading,

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writing, and rhetoric are no longer the sole avenues to competent understanding and expression.

The language arts of reading, writing, speaking, and listening are not novel; or are they merely the expression of educational nomenclature used to cover up the lack of more intensive training in limited areas of literature and composition which marked the smaller classes and more dedicated interest of the academy and the academic high school. Reading improvement, speaking facility, courteous listening were concomitants of the English program of the high schools of the 1900-1920's. Today students should receive instruction in listening, reading, and speaking as precise as that formerly given only to written composition. Moreover, their instruction must be received in groups of thirty students meeting four or five times each week for an average of forty-five minutes. Therefore, the acquisition of the required skills and the practice in the desirable arts can be assured only through teachers broadly prepared and widely experienced.

AREAS OF INSTRUCTION

To provide the background information needed to teach English classes and to offer some practice and experience in conducting these classes are the chief functions of the English department in the teachers college. Few institutions for teacher training in English fail to recognize that to teach literature and language the teacher must *know* literature and language as well as how to present it in the classroom. For instance, my own institution requires all English majors to have the courses (required) of all students in the humanities, speech, and composition in addition to the thirty semester hours in English subject matter required of English majors in liberal arts colleges. Add to these forty-two semester hours, three semester hours of preparation of materials in a methods course, sixty hours of observation of teaching in a demonstration school, eight weeks of practice teaching in a junior-senior high school, and four or six hours of refresher courses or electives in English or American literature before graduation, and one realizes that a major portion of a student's life in a teachers college has been occupied in preparing to teach a *subject matter*, English.

Although this is a program devised particularly to prepare teachers for the secondary-school English classroom, it is not unusual for those teacher training institutions of similar purpose to offer strong subject matter preparation in fields common to the academic high school. The old wives' tale that teachers colleges were concerned only with methods and not with "knowledge" should be recognized as folklore and abandoned, as evidence commonly available reveals the adequate preparation of many teachers college graduates.

LITERATURE

The requirements of the contemporary secondary-school classroom include a background of understanding of the literature (of England) from Beowulf to T. S. Eliot. Such historical perspective must be enriched by familiarity with the forms in which the literary masters expressed themselves ranging from the epic poem to the one-act play; it must be shaped by critical studies based upon criteria as divergent as those of Aristotle and I. A. Richards. The student must be aware of the immediate and be able to find pleasure in the poetry, drama, and fiction of his own day. This sense of enjoyment of the present through recognition and understanding of the past must be experienced in the teachers college if students in the high schools are to find satisfaction in reading literature, particularly that of ages prior to the one of their immediate, personal experience.

The increasing importance of the United States in world affairs makes familiarity with its national literature imperative. The teachers colleges were among the foremost to offer courses in American literature, especially in folklore, regional, or sectional, or even local in character. Nowhere, however, has American literature replaced that of England in emphasis or amount.

The emergence of the Orient as a major force in world affairs will call for increasing understanding of Oriental literature, and this, too, will soon be under more general study and discussion in our teachers college classrooms.

Finally, the whole new area of literature for the adolescent in which the problems of his own physical, emotional, educational, and vocational environment are presented must be familiar to the teachers college student. For those high-school students who will terminate their education there and for those lacking the emotional and intellectual maturity required for enjoyment of the adult literature generally read in high-school English classes, this new literature of modern youth offers available pleasure. Teachers colleges are now offering courses in the literature of contemporary youth.

LANGUAGE

A second criticism directed against the public schools finds its target in the area of language usage, particularly that of the spoken idiom. Again the English teaching in public high schools is censured for failing to attach sufficient importance to the rules of "formal" or conventional grammar. The polyglot background of American high-school students will not be acceptable as an excuse or reason for our changing and deteriorating(?) language patterns. The training and classroom emphasis of English teachers are more readily located targets for critical arrows. What are teachers colleges doing to prepare teachers to meet and to answer this criticism?

In the first place, the conventional modes of grammar teaching are followed. In composition classes, in speech classes, and in communications classes the

correct idiom is insisted upon and many rules governing acceptable usage are practiced. Moreover, in many of these classes, handbooks and texts using conventional definition and nomenclature form the basic instructional pattern in order that students may refresh their memories in these areas or be introduced to formal grammar theory and practice.

There are, however, two further areas which must be explored: *first*, the field of the historical development of the English-American language; *second*, the field of semantics. In the former, students begin to appreciate the long struggle for the primacy of the English tongue, the difference of its idiom from that of Latin and the Romance languages, and the growing simplicity of its structure as it gave up its inflections for form words and word-order patterns. They may be forced to teach from conventional texts, use prescribed workbooks, but they do not learn *all* their grammar from them. Historical patterns and philosophical principles provide foundations upon which to build more rewarding and less frustrating experiences in the classroom.

SEMANTICS

The increasing importance of the semantic use of language in modern culture is requisite information for contemporary English teaching. The difference between fact and opinion, between emotionalized language and judgment, between referent and symbol should be understood by every high-school English teacher. Loaded language, the artifices of propaganda, the devices of the shibboleth-maker are common linguistic experiences and should be as well understood, certainly, as the dangers of the split infinitive or lack of concord in number between subject and predicate in the English sentence. The highly symbolic nature of much contemporary poetry compels some understanding of this aspect of language if even the teacher is to find pleasure in such poetry and transmit her pleasure and appreciation to her students.

READING

The impact of such mass media as the picture magazine, the motion picture, radio, and television upon reading as a necessity for the acquisition of information or for recreation and pleasure is now a truism. Many courses outline procedures for adapting these media to secondary education. The English teacher is being trained to use them, even to operate the machines which transmit the information.

The book, the periodical, the journal, however, still remain the permanent avenue by which the student approaches at his own rate the vast heritage which is his. The teaching of reading for comprehension remains, therefore, one of the English teacher's vital jobs. Through comprehension, the reader finds knowledge, enjoyment, and satisfaction.

The increasing population in our elementary schools has decreased the ability of elementary teachers to provide for every child reading skills adequate to his

needs as he moves upward in increasingly difficult materials from grade to grade. It becomes necessary, therefore, for English teachers to continue the teaching of reading, perhaps as far as the tenth grade. Exercises for increasing reading speed, for enlarging and quickening comprehension, for analysis of meaning must be familiar teaching devices for students in the teachers colleges. If possible, he should engage in clinical practice with a trained reading specialist. The psychological aspects of the reading process, its foundation in personal experience, its total rather than its special aspects should be included in the training of English teachers in teachers colleges. Although the liberal arts college may offer excellent assistance to its poor readers in varied types of classes and clinics, the teachers college should include in addition to such activities the underlying philosophy and psychology operative in this area.

WRITING

The teaching of writing has been for many years subject to argument and dispute. Shall it be taught by rule and rhetorical principle? Or shall student interest and personal experience be the source of the perennial paragraph? The instructor in the teachers college has little time to hear debates on the issue. He must implement the communication of ideas, thoughts, and emotions as the essence of the art of communication; his students should realize that the art of personal persuasion has not completely capitulated to the commercial. Teachers college students should prepare a sufficient number of research papers to become familiar with the development of an outline, the correct use of quotations, footnotes, and bibliography. This information and skill he should later transmit to his high-school students.

Of even greater value to the potential English teacher is his opportunity to write for the college newspaper, the literary magazine, and for the various clubs and organizations upon the campus. To take notes of the business of a meeting and later to spread them as minutes for presentation to the members of the organization is an activity of value and potential public service to both the teachers college and the high-school graduate.

SPEECH AND DRAMATICS

Although speech remains the activity through which most students in secondary schools transmit and increase their learnings in all areas, the English teacher is generally held responsible for improvement in speech facility and oral presentation. Teacher training institutions, therefore, offer courses in the theory of speech improvement and opportunities to participate in the variety of oral exercises performed in the secondary school. These include oral interpretation of literature, extemporare speaking, debates, panel discussions, parliamentary procedure, and rehearsal and performance of dramatic literature.

The opportunity to see live theatre is so infrequent in many parts of the United States that high-school dramatic performances become increasingly important as an aesthetic experience in many communities. Since the English teacher is generally entrusted with the task of selection and the rigors of play production, classes in play selection, direction, stagecraft, costume, and make-up are almost essential to the training of an English teacher. She should, in addition to this theory, have the experience of working with college productions as performer, stage hand, make-up, or property assistant to gain the technical know-how which will enable her to produce high-school plays with a minimum of tension and physical and nervous fatigue.

ENGLISH IN THE CORE OR UNIFIED PROGRAM

The training of teachers for the combination of subject matter areas now frequently utilized in the junior high school offers a challenge to the teacher training institutions which has never been adequately accepted. In most institutions, preparation for teaching unified studies is either a resultant of the forces of the entire program of preparation or the concomitant of some combination of theory, subject matter, and observation. Since teaching unified studies demands intellectual curiosity, active imagination, and performance ability of a high order, not all students are competent to undertake such teaching. It may follow, therefore, that a strong major preparation accompanied by a minor in a related field or even two minors in fields generally combined in a unified studies program provides the best preparation available at the present time for those students (possessing) the intelligence and personality necessary for the successful teaching of combined subjects.

The English major should, therefore, provide training for teaching *all* the skills of the language arts. Perhaps the general education program of the teachers colleges should attempt some synthesis and fusion for its freshman and/or sophomore classes in order to give students the opportunity to ascertain just how much additional responsibility must be accepted by the student in such programs and how the teacher ensures training in the skills of written and oral usage, reading comprehension, creative expression and individual attention and responsibility. Unless these skills are required of students in unified studies programs, and unless practice is offered in developing them, the public and collegiate criticism of the "thinness" of such courses will persist, not entirely without cause.

AESTHETIC DEVELOPMENT

The teachers college above all else should provide a strong program of aesthetic development for its potential English teachers. The English classroom should be attractive and frame the best setting available for the discussion of those things of the spirit which have held man's best attention over long periods of time. The high-school teacher should be conscious of line, color,

mood, concord, and rhythm so that these be not alien to his presentation of literature and composition. He should hear and make music; he should see and act drama; he should read and be read; he should evaluate and suffer the slings and arrows of the outrageous criticism of his peers. To the extent to which the teachers college enriches its program with intellectual and aesthetic experiences of highest quality does it well its job of preparing English teachers for the secondary school.

How Much Testing and What Kinds of Tests in the English Language Arts?

PETER M. MILLER

EVERY teacher presumably feels that his particular subject is more complicated, less easy to pin down by means of examination, than his colleagues'. The more extensive the investigation into a particular area, of course, the greater the truth appears to be in any assertion of complexity. It may indeed be that the English language arts are no more difficult an area than science or social studies; it may well be that foreign languages present problems more unusual than any faced by the English teacher. I anticipate no disagreement, however, when I say that the field of English is complex. In such a field, it would be presumptuous to pretend to tackle all the testing problems. What I have done, then, is to limit my area to one part of the English language arts, the part where I think there is most disagreement.

Reading, writing, listening, speaking—these make up the field. Of the four, two are concerned with intake of information or experience, two with outgo. And in each pair, one process has up to the present received considerable attention, one relatively little. There is little doubt that listening and speaking have been neglected. There is little doubt that both are of great importance. But there is either—in the case of speaking—not a great deal of information on what should be done, or—in the case of speaking—no satisfactory way of measuring ability without substantial use of time and money. I have, therefore, no specific program to recommend for either of the two, though I would certainly urge awareness of the possibilities in each area, not only in testing but also in remedial work.

Reading, on the other hand, has received a great deal of attention and there is pretty general agreement as to its importance. Schools generally do give

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standardized reading tests and prescribe remedial work for students who are shown to have reading difficulties. As a matter of fact, records on a pupil's reading accomplishments are probably available from an early stage in his career. A continued testing of reading is indicated and is actually being carried out.

Writing, however, cannot be handled so simply. There is a great deal known about it, a great deal written about it, and a great deal done about it; but there is not a great deal of agreement on it. Competent teachers do not agree on how best to test writing; nor do they agree on what widely used tests of writing ability really measure. I intend, in the remainder of this article, to concentrate on a testing program in writing that seems to me a satisfactory one.

BEGINNING-OF-THE-YEAR TESTS AND THEIR ADVANTAGES

Let me begin by saying that a standardized test of writing ability should be given to everybody at the beginning of every school year. There are many reasons for such a test. In the first place, the test will establish a record by which to measure improvement (or lack of improvement) at any time during the school year, most usually at the end. No matter how much the teacher may feel his students have absorbed during the year, an actual record of improvement registered on a standardized test will prove a more tangible, and therefore to outsiders more satisfactory, indication of a desirable outcome of instruction than a teacher's simple assertion.

In the second place, a beginning-of-the-year writing test serves well for placement. For schools favorable to horizontal grouping and sizable enough for fast, average, and slow sections in English, such a test goes at least part way toward putting the proper student in the proper niche to start off with. It will not, of course, solve all placement problems—no test will. Students who can't keep up will appear in the fast sections, students who write like angels—or at least better than the average—will chafe at the pace of the average section in which they have landed. But these misfits can be relocated. The standardized test will guarantee that there are not too many of them.

A third purpose served by the test at the beginning of the year is diagnosis. It is, to be sure, possible to give all the students in a slow section the same basic work in expression; but that is not making the best use of information at hand. Analysis of the test scores of weak students will show up many cases where weakness is centered primarily in one or two areas of the whole field of writing. To ignore this information and set these students working at the same pace over the same areas the students with weakness everywhere are working over is to waste the time of several people and to make a more difficult task out of a fairly simple one. If a student is particularly weak in organization, let him concentrate his attention there instead of on punctuation; and the same holds true for any other area where weakness is found.

And still another thing served by a standardized test at the beginning of the year (though this holds for a test given at any point) is that it provides material for a running record on a student's progress from year to year, a record that will be of the utmost value for teachers. If there has always been trouble with the writing test, or if on the contrary there has never been any before, the approaches on the teacher's part may well be quite different. A running record of test scores, with appropriate annotations, should provide this helpful kind of information.

Later in this article I shall approach the question of what kind of test to use. For the present, let me do no more than urge a standardized test at the beginning of the year.

END-OF-THE-YEAR TESTS AND THEIR USES

Let me urge, too, the same standardized test, or another form of it, for the end of the year. Indeed, if the figures of growth (or decline) are to mean anything, the same test must be given—and the measurement of growth is the chief aim of this end-of-course test. If a student is to go through a year's instruction in English and come out just exactly where he went in, the school and the teacher have cause for discouragement; but they certainly want to know it. What they will generally find out, of course, is what they are pretty well sure of: that the students will have gained during the year. But they will want to have definite evidence rather than possibly biased opinion on which to base their knowledge. And they will want, too, to know how much the gain has been.

This measurement of gain is valuable evidence on the individual student, admittedly; but it is important for the evaluation of other things, too. The teacher and the school both are interested in the effectiveness of the teaching that has gone on; and the teacher especially may want to learn about certain instructional procedures he has been trying out. If all of the classes of one teacher make appreciable improvements whereas few students of another teacher do, the school, and the teacher too, should be aware that something is going on. Or if a teacher has been assigning two 500-word themes a week during one year and limiting his next year's classes to exercises involving no more than a paragraph, he will definitely want to know whether the student gain for one year is significantly different from that of the other. Year-beginning and year-end scores on the same standardized test will provide information on all of these questions.

It may be, of course, that the students of none of the teachers consistently show the expected gains. In that case, it may be assumed either that the values and emphases of the course of instruction are poor, or that the test is not measuring what the teachers are putting into their instruction. In such a case, either a new test or new values are called for. Certainly, without examination

there is no reason to suspect that the values are automatically at fault. There are enough outmoded, relatively useless tests on the market to make it quite possible that the failure is a failure of measurement rather than of course aims.

A CAUTION TO TEST USERS

Let me add at this point a perhaps unnecessary caution. People should take care not to use the test gain or loss as sole evidence in judging whether a student has progressed during his year of instruction. There are gains, or changes, in attitude that are important, such as the possible growth from a strong antipathy to writing to a mild lack of interest at the prospect of verbal expression. Or appreciations may have been picked up which will stand the student in excellent stead in later years, though they may not have done much yet to raise his test score. A willingness to read, without distaste, things above the comic-book level may quite properly be an appreciation a teacher is proud to have instilled—and it will bear fruit, even in test marks, eventually. Many teachers would willingly suffer a little retrogression on the standardized tests for the growth of such appreciations or attitudes. On the other hand, test scores should not be ignored. But the school that is going to ignore the scores probably will not be giving the tests anyway, so that there is little point in going further in that direction.

MIDDLE-OF-THE-YEAR TESTS AND THEIR PLACE IN THE PROGRAM

So far I have been talking about objective, standardized tests, to be given to whole classes at set times. There is much more than that to testing in the language arts, of course; but such definite pronouncements cannot be made about the other tests. A teacher needs them for his classes during the school year, but not at any set time nor in any pre-arranged number. He will want to measure the progress of his students without waiting for the end of the year. He may well use a test to do so. He will want to do something if the performance of his students becomes flaccid and careless. It is quite possible that occasional tests will keep the students closer to the mark, so to speak, and provide at least a short-term incentive that is helpful in getting the students to master materials or techniques necessary to them. Tests are important, too, in the decision as to whether promotion from an average to a fast section or from a slow to an average section is indicated. It may well be that a teacher grows fond of a particular student and thinks he has progressed faster than he really has. Or, quite on the contrary, he may be so tired of complaints that he is willing to see improvement where he ought only to see his own frazzled nerves. Tests are more valid, though not always more pleasing, criteria in such situations and in the more ordinary cases where there is a question of advancement.

And tests, of course, can be used as teaching devices. Suppose, for example, though the illustration is from the teaching of literature rather than of writing, that a teacher wants to emphasize the point that the important thing about

studying poetry is to become able to read it with intelligence and pleasure, not to be able to remember what happened in every poem the class has read. A test on poetry the class has never seen, about which the teacher asks the kinds of questions he wants the students to apply to any passage of poetry, will do a great deal to teach a class a good as opposed to an unsatisfactory way of attacking a poem.

These through-the-year tests differ from the beginning and end ones in that they are not standardized, they need not be objective, they need not come from outside the school, they are not even administered school-wide. They are teacher-made tests as opposed to formal, standardized ones. The individual teacher may very well make his own to use when he sees fit. There are no norms for them; they may even be thrown away once they have been used. But they are indispensable helps for the teacher throughout the year. The school may, naturally, want certain department-wide examinations, like mid-terms or mid-years: these will be made, probably, by a committee of the teachers in a course, will cover the material of the course, and will be used for the purpose of grading. The through-the-year tests I have been talking about, however, are not solely for measuring; they can be described more accurately as aids for the teacher.

WHAT KINDS OF TESTS

There are on the market a great many tests designed to measure writing ability. The ingenuity of teachers can be relied upon to produce a great many more kinds, as the need arises. There is, thus, something of a question as to what kinds of tests to choose for whatever testing program is set up.

OBJECTIVES

The most important element in making the decision involves the objectives set up for the writing program as a whole, and the shorter-term objectives for the component parts. The tests should be suited to the objectives. That is easy to say, and obvious. But it is a point so important that it should be stated anyway. A general test of writing is not an efficient instrument for measuring improvement in punctuation; neither is an essay the best way to test spelling. Tests aimed at specific areas should, wherever possible, be used for those specific areas. This is entirely possible for the teacher-made through-the-year tests. For the formal, standardized tests it is not quite so possible to make the tests conform to the objectives of the writing program.

The intent of the writing program of any school, I presume, is to increase the ability of the student to handle the written language proficiently. Proficient handling involves not only correctness and effectiveness of expression in the small units, like the sentence, but also fluency and aptness of ideas for the paper in point, logical and forceful arrangement of the material chosen, intelligent joining not only of the paragraphs but also of the elements within the paragraph, conformity of vocabulary to the job in hand and to the words

already chosen, and, undoubtedly, a host of other things. I do not know any standardized test that covers all these things; I do not think there will ever be a standardized test to cover all these things. But that does not mean that attention to objectives can be forgotten in choosing the first and last tests to measure the students. Tests can be examined before they are used: they should be assessed by the English faculty to ascertain whether they come at all close to that which the writing program is working. Tests which sound as though they were made up with a fifty-year-old grammar book open—and there are such—should be discarded; on the other hand, tests which wave the anarchist banner and refuse to test any grammar and usage on the grounds that there can be no certainty in such an area in a changing language—there are people like that, though I am not sure there are such tests—should be discarded as well. It is possible, it seems to me, to test grammar and usage sensibly, to ask questions involving constructions which separate satisfactory from poor writers, without falling off the precipice on either side of the problem.

The standardized test for beginning and end of program, then, should attempt a sensible measurement of grammar and usage. It should also, I would say, contain some testing of organization and of taste and sensitivity to language. In neither of these new cases is it possible to get directly at a student's ability: his capacity for choosing and ordering his own materials for an essay and his ability to record his thoughts in suitable style cannot be measured completely and objectively by any test. But these abilities can be measured in part and, of course, indirectly by objective tests. The same justification holds true here that is more frequently used for the simpler grammar and usage items: objective tests of writing ability do not measure directly whether a student can write or not—there are many cases on record of good writers who do a mediocre job on objective tests and of mediocre writers who get top grades on them—but a student who does poorly on an objective of writing is very unlikely to prove to be a good writer, and a student who does well will not turn out to be worse than ordinary. All of which may seem a weak justification; but, when any large numbers of students are involved, an objective test that does this much is proving very helpful.

Objectives, then, should be considered in choosing any test. Standardized tests can go only a certain distance in testing for the objectives of a writing program. Teacher-made middle-of-the-year tests, however, can go all the way and should also be made. With the exception of tests for promotion from a slow to an average or from an average to a fast section, where the same kind of test that caused the original assignment should probably be used, there is no reason why objectives cannot precisely determine the middle-of-the-year tests to be used.

The tests need not, though they may, be objective. Objective tests are probably best in testing spelling and punctuation. Objective tests, too, are better

than essays in forcing the student to pass judgment on numbers of grammar and usage problems. Actually, what seems to me the best kind of test in grammar and usage is a semi-objective test used by the College Entrance Examination Board and known as the interlinear exercise.¹ The student is given a piece of running prose into which various mistakes have been introduced. He is told to correct the errors where he finds them. The exercise is set up with wide spaces between the lines so that corrections can be made on the paper. The errors are not indicated in any way: the student who does not recognize them as such leaves them uncorrected. There is no guarantee, of course, that the student who finds an error and makes a correction will avoid such an error in his own writing, though there is a strong likelihood; nor is it sure that one who passes over a bad place in the exercise will produce just such bad places in his papers. This kind of exercise, however, seems to me to combine to best advantage the virtues of not pointing out to the student the location of the errors and not providing him with alternatives from which he may guess the correct one. And the student may be asked to pass judgment on as many errors of as many kinds as the teacher wishes.

For other objectives the teacher will doubtless want to use the essay. If he is teaching the virtues of aiming writing at the specific audience to be reached, he will probably give out a definite writing task with the kind of audience specified. If he is working on the structure of paragraphs, he will presumably want the students to construct paragraphs. And for the testing of overall assembly and presentation of material, there is no substitute for the essay. He can reduce the disparity of the essays received by assigning a definite topic to his students; or he can set everybody off from approximately the same starting point by providing reading materials from which the essay is to be prepared. He can, obviously, grade for different things at different times, informing the students of what he is looking for but warning them that complete inattention to other elements will be regarded adversely. The essay, then, is a useful and flexible tool. It can be used freely as a testing device. And it can be used freely without over-burdening the teacher, if he wishes to emphasize in his theme reading some elements at one time, some at another.

Beyond this point it is not advisable to go. There are very many tests, many good ones. Lists of standardized tests can be found in such books as *The English Language Arts*² and the *Mental Measurements Yearbooks*.³ Inspection

¹ For a discussion of the interlinear exercise, see Warren G. Findley, "How Objective Can Free-style Measures of Writing Ability Be Made," *The English Record* (New York State Council of Teachers of English), Vol. IV, No. 1 (Fall, 1953), 19-25. The same issue of *The English Record* contains a discussion by the present writer of "Objective Measures of Writing Ability," 13-18.

² *The English Language Arts*, National Council of Teachers of English Curriculum Series, New York, 1952, 474-80.

³ See, e.g., *The Fourth Mental Measurements Yearbook*, Oscar Krisen Buros, editor, Highland Park, New Jersey, 1953, 294-335. This series, edited by the Director of the Institute of Mental Measurements, Rutgers University, provides invaluable material for anyone seeking information on tests and books on testing.

copies can usually be obtained and judged as to suitability by the English faculty. As for the rest, the frequency of testing and the tests used are up to the department and the actual teacher involved. So long as the students learn what is intended, and the tests used to help them to do so, there is nothing that needs to be done. Where the students are not learning what they should, a look at the testing program and at the tests themselves, in terms of objectives may help.

SUMMARY

And when everything is added up, what has this article said? Simply, that a testing program is a good thing, that it should include standardized tests at the beginning and end of the year, that it should be filled out with teacher-made tests throughout the year. As for the tests to be chosen, they should conform as closely as possible to the objectives of the writing program in effect. They cannot, of course, do everything; the chief thing they cannot do is serve for a substitute for constant writing.

- "Writing, and always writing, and still writing . . ." to debase a line of Robinson's—is, I fear, the only method of instilling in students ability to write. A good testing program will show the improvement that this constant writing effects.

English in Terminal Secondary Education

HELEN THORNTON

IN 1949 the National Council of Teachers of English appointed a committee (1) to examine the English program as related to the needs of the non-college-bound secondary-school student for personal development, for social adjustment, and for vocational competence; (2) to identify the responsibilities of English teachers in relation to these needs; (3) to recommend types of source materials, and classroom procedures suited to meeting these needs. As a member of that committee, I use the findings and recommendations of the three-year study made by the committee as the basis for the discussion here.

CHARACTERISTICS OF TERMINAL STUDENTS

The terminal student of this study is not the one who ends his formal education with a junior college as is generally believed; nor is he the problem-child or the truant who becomes the "drop-out." He is the student who is graduated from high school and stops there; or he is the student who stops after receiving

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a vocational certificate granted, in some schools, after a two- or three-year course. He is the one whose goal (occupationally) is for skilled, semi-skilled, or unskilled employment in contrast to the college-bound student whose goal is, generally, towards the professions.

To discover the special characteristics and needs of terminal students, and how they have been met, questionnaires were prepared, one to be sent to representative high schools in scattered areas of the country; the other to as many of the graduates of these high schools (graduates of the last ten years) as the schools could contact. The questionnaires reached forty schools and over two hundred students. (Terminal students were difficult to locate and to contact.)

In brief, the questionnaires to students revealed that: terminal students are poor readers; they are not critical thinkers; they have little understanding of the world scene and their relations to it; they wish that their spelling were better, their vocabularies, and their punctuation; that they were more proficient in writing for practical purposes (business letters, thank-you notes, *etc.*). All list, as a top need, more training in practical speech and wish that it had been given in an early, required course instead of in the elective course offered by most schools in the senior year. All seem totally unaware of the human and spiritual values literature has for them, (the girls read magazines for household hints and fashions; the boys read newspapers for sports, comic strips, and headlines.) To most, apparently, literature, as it is found in books, is not even part of "English," which, to them, is chiefly grammar.

Such data are collected from the majority of those reporting and pertain to the average in ability—those who listed as their occupations: stenography, and other office work; farming; machine-shop operation; clerking in stores; in short, work skilled in part, but requiring mechanical rather than creative mental ability. Such workers have had little inclination for study in academic courses beyond the required high-school courses, required English, in particular.

Terminal students of high ability present a brighter picture. These, according to the *Questionnaires to Schools*, are found often in senior elective courses along with the college-bound. Both arrived there *via* the route of accelerated classes formed for pupils who, upon entrance to high school, were discovered to be pupils with unusual ability. In the elective courses in English, American, or World literature; in public speaking; radio expression and practice dramatics; or composition (the latter usually of the creative type and/or designed for college preparation), are found as many terminal students as college-bound. The "terminals" are there because they know that their days of formal education are numbered. They have had financial struggle, most of them, to put themselves through four years of high school, and they are trying to get all that the school has to give them before they leave it forever. They are terminal for economic reasons, or because a good job is waiting for them, or

because they want to get married, *not* because of any lack of ability or interest in "studies." Boys and girls of this category are mature, even more book-minded than their college-bound classmates. Furthermore, they graduate with honors, sometimes ahead of the college-bound, many of whom are among the average in ability. The fact that boy or girl of this type is not going to college because he cannot afford to go seems to make no difference in his social standing: he will be the cadet colonel in ROTC, the football hero, or the business manager of the school paper; senior girls not college-bound are often outstanding on the high-school campus, too, although many of them may be in advanced English classes from inclination rather than from any practical urge.

CHARACTERISTICS OF PROGRAM IN HIGH-SCHOOL ENGLISH

The *Questionnaires to Schools* revealed a general similarity in English courses. All of the schools reporting require three years of English for graduation; within the required courses they have integration of the communication skills; most schools have between seventy per cent and eighty per cent of the student body in the terminal classification; only one of the schools reporting had an idea-centered curriculum; others had idea-centered units. For instance, one school, at sophomore level, presents a semester's course in the American heritage given them in order to finish off, with American material, the English study for the vocational student, who is terminating his high-school career at this point. All schools use considerable contemporary reading material in magazines and anthologies; and most curriculums present such practical English as the writing of business letters, the filling of application blanks for jobs; the techniques of interviewing, including training in grooming and manners; ninety per cent of the schools provide audio-visual aids of various kinds with equipment for field trips in a few schools. Courses of study are similar as to the texts used and the classics taught. The chief difference between college-preparatory courses and terminal courses in these high schools is the teaching of more grammar (sometimes in a separate course for seniors), more creative composition, and more of the classics to the college-bound.

The statements of aims and objectives that were submitted with the *Questionnaires to Schools* showed a general agreement in: (1) the belief in developing the individual pupil within his range of abilities, and, therefore, in flexible programs that can be adapted to the needs and interests of the child; (2) differentiation *not* upon a terminal or college-bound basis, but upon the basis of ability in three groups—the slow learners, the average, and the above average.

RECOMMENDATIONS FOR SOURCE MATERIAL AND CLASSROOM PROCEDURES

Descriptions of some highly desirable materials and classroom procedures and techniques are presented here in excerpts from papers submitted by committee members as part of the NCTE report. The recommendations apply in

general to average terminal students, those who will take only the required courses in high-school English.

Providing a Climate for Growth by Marian Lovrien

We begin our planning with the interests and felt needs of adolescents, for we have learned to our sorrow that there is no real teaching by imposition of what we think is good for him upon an unwilling student. Because the non-academic is practical minded, he is going to understand and appreciate practical goods. Whatever bonus he gets over and above the practical depends upon the ingenuity, the inspired leadership, and the increasing hard work of the classroom teacher. We must learn to be flexible. Called upon to educate all the children of all the people, we must be prepared to meet the average non-academic student more than half way.

Speech—For training in speech we know that discussion is the key to self-expression. Skill in devising questions that go to the heart of the matter and arouse spontaneous response and the encouragement of informal exchange of opinion will get better results than didactic methods. Panels and round-tables are more effective than the report that leads to half listening, or to listening for "and-uhs" which cause embarrassment and ruin the focus of ideas. Whatever method leads the students to forget himself will help his speech. Speech situations other than informal class discussion should include learning to recognize the structure of ideas. For such lessons, play back a transcription of a radio speech, possibly one of a political nature, then talk about whether its appeal is to reason or to emotion primarily and whether statements are authenticated; realign the points made. Then play the record a second time to check accuracy of recollection. In connection with such teaching we should have in mind that it is our job to teach *how* to think, not *what* to think (thus to avoid getting into controversial matters). Honest differences of opinion provide natural motivation for learning that people can disagree without rudeness and with respect for opponents' views. How better can one learn that opinion must be supported by evidence? How better can one learn to define his terms and to choose his words in order to say precisely what he means? How better can one learn the difference between *thinking* and *feeling* about an issue?

A recording instrument serves well to induce the student to prepare his arguments. He finds it a thrilling experience to listen to himself. Moreover, the possibility that the recording may be permanent and played back to classes other than his own impels him to attempt a creditable performance.

Among speech situations for the non-academic student mention should be made of the practical value of simple training in parliamentary procedure. The *English Language Arts*, Volume I, (p. 317), makes the point that every citizen should understand the principles this code was devised to protect, "consideration of one thing at a time, a fair hearing for all, assurance that the majority

shall prevail, and protection for the rights of the minority." Because unscrupulous persons who know how to handle a meeting can tie knots in the helpless persons who don't, the man who joins any organized group must know how to make his own convictions count.

Vocabulary Building—Not the least of the values of speech emphasis is the opportunity to talk about words and their meanings. The listening vocabulary is perhaps more important today than the sight vocabulary. What a word means in its context, what it may mean in other circumstances, its connotative meanings, its history, its "cousins" and its "aunts," may awaken a new interest in words. Different type of dictionaries, a thesaurus, a book of synonyms and antonyms, all become much more interesting if one realizes that these are tools the professional radio announcer usually has at his elbow.

Reading—The reading aloud of plays is a speech-and-reading activity that never fails to appeal to the non-academic student. The poorest reader is carried along by action and suspense, and he loses himself in his role.

Written Work—If speech situations should be frequent and generally informal for long-range results, the same is true of the written work of the terminal student. Self-expression in writing should be frequent and brief, so directed as to elicit his own personal reaction to facts or discussion, observation, or experience. On-the-spot help in correct usage, punctuation, and sentence structure for the purpose of getting him to say what he really means is worth more than the teacher's taking papers home, laboriously checking them for errors, and returning them pockmocked, a week later, when the substance is cold and half forgotten. On-the-spot help with choice of words, with sentences that really communicate, and with the orderly development of the paragraph will help him to produce something satisfactory. If his paper is to be read immediately to an audience, he will feel an obligation to say something worth while.

We often use the word, laboratory, in speaking of the modern English classroom. This term ought to mean the presence of such common references as a classified telephone directory, an almanac, an atlas, some good state maps of the filling-station variety, a few discarded copies of the *Reader's Guide*. Get the boy to use the almanac to find out who was heavyweight champion before Dempsey. Get him to use the *Reader's Guide* to locate a magazine article about Rocky Graziano. A booklist on the bulletin-board, whether of science, fiction, classics, or love-stories, indispensable as it is, will not propel youngsters to the library as effectively as colorful book-jackets thumbtacked around the room and changed frequently. The student who finds the library a help on locating the answers to some of his lesser problems is likely to look to books for the answers to some of his greater ones. Thus may we lead him to the leisure-time value of books *via* the usefulness of books.

A-V Education for Non-Academic by Helen Thornton

Audio-Visual Aids—The laboratory for English which should be in every high school is the one for audio-visual material. To the terminal students for whom graduation from high school is a long, tedious process, audio-visual education is vital, for it provides materials and mechanical methods on their levels of interest. Such aids serve to motivate concerted thinking and oral expression of ideas as long as the performance is kept informal—in conversation groups or panels. Films and broadcasts also inspire writing and reading when approach through the printed page fails.

Movies, radio, television, or any other audio-visual aids used in the classroom laboratory or in the field trip must be related to the regular work of the curriculum if they are to obtain the most satisfactory results and warrant the time and expense spent upon them. They must be allocated to certain ages and grades as are textbooks in order to avoid repetition and thereby loss of pupil-interest and the motivation we ascribe to them. The presence of the teacher is a requisite, too. Her presence is as necessary at a visual-aid lesson as at an ordinary recitation for she must be there to see, to hear, and to feel the reaction of the class in order to handle the post-viewing period to advantage. Under such direction, A-V aids have proven (1) to vitalize and enrich the regular classroom work; (2) to train critical viewing and listening.

Other Excerpts

Critical Reading and Listening—Since 60 per cent of the students who submitted questionnaires confessed to an inability to analyze opinion and prejudice and to distinguish them from facts, a paper was prepared to recommend source material and techniques for handling this problem. "All students need training in these skills, but the terminal student must acquire them in his high-school years or be left to chart his own course among the rocks of high-pressure salesmanship, dishonest political appeals, and general misinformation."¹ Through the study of newspapers and magazines in a unit presented in the eleventh year, the writer of this paper would train pupils in critical reading; through study of radio and television programs she would train in critical listening. Since no work outside the classroom is required in the reading unit, assignments in listening (which are done at home over radio or T-V sets) dovetail with the class-study of periodicals. Chief among the activities is study of the various propaganda devices. Detailed outlines accompany each unit. And, says the writer, "If we want to accomplish the best results, none of this training should be relegated to purely elective courses as a means of discharging our obligation to the student."

Literature—In response to the very disheartening discovery which came from the student-questionnaires, that adolescents are totally unaware of the spiritual

¹ Peavey, Blanche E. "Sources and Techniques for Teaching Problems in Critical Reading and Listening."

and human values which literature has for them throughout life, two committee members offer suggestions. One paper stresses the point that "The teaching of ideas about life and about real-life problems is a pressing need in the secondary school because of the preponderance of students who will not go to college classes dealing with philosophy, psychology, ethics, etc., that ideas are as important as skills." Specific suggestions are given for translating this theory into practice, by a discussion of what the writer² calls the "ideational content" of reading, writing, speaking, and listening.

For instance, in teaching the novel, *Ethan Frome*, he would stress the ideas which are significant for boys and girls who, upon graduation, will be getting jobs and getting married. "Details of plot structure and literary style are of minor concern to them. A concrete illustration is the distinction between 'teaching the novel, *Ethan Frome*, and teaching the concepts and values of family relationships which are the theme of *Ethan Frome*.' Similarly, the reading of *Macbeth* is suggested 'as a basis for analyzing the husband-wife relationship and the question of the responsibility of one partner in marriage for the conduct of the other. Both categories of students, college-bound as well as terminal, have much more to gain from the approach to literature which emphasizes ideas about life, insights into human emotion and thinking, standards of judging the ethics of action, and ideals for moral and spiritual living. This is *not* to suggest that high-school boys and girls should *not* read the best in literature. It *is* to suggest that they should read *belles-lettres* for the purpose of discovering *what* is said rather than *how* it is said."

The second paper written on the subject recommends "sharing experiences in literature" as a means of arousing interest in reading and in independent evaluation of reading. "In a comfortable classroom equipped with movable chairs, a reading corner, a bulletin board display of attractive book jackets and reading lists, pupils informally talk about their favorite books and authors; or about television and radio versions of great books. Pupils make individual flexible reading plans based upon personal interests or related to whatever may be the central theme of their current units in English or social studies. During spare time they visit the school library for browsing. The teacher reserves at least one hour each week for free reading or for sampling and sharing a chapter of a good book. About once a month, pupils share their reading experiences by dividing into small groups to dramatize favorite scenes, to discuss books in panels, or to exhibit posters advertising their books. Often the teacher's desk is converted into a corner drugstore where customers leisurely sip imaginary cokes as they discuss reading they have enjoyed. After the completion of each book, pupils record their impressions on a cumulative record."³

² Carlin, Jerome. "Helping the Terminal Student by Improving the Ideational Content of English Courses for All Students."

³ Bennett, Louise. "Sharing Experiences in Literature."

CONCLUSIONS AND RECOMMENDATIONS

The disparity between the findings in the two questionnaires is obvious. Why do the ends (in pupil-achievement) not measure up to the means (in methods of teaching)? The answer may be found chiefly in the condition of the times. These terminal students of the last ten years and their parents before them are products of the war years when the accent was upon things of the material world rather than upon things of the spirit and of the mind. Lately, events in the political world are exerting an influence. The need for an educated citizenry in a country which is perforce taking a position of leadership among world powers is becoming the concern of parents and industry as well as of educators. "The United States cannot for long exercise her power or fulfill her mission without our being a people literate, educated, and cultivated," says Gilbert W. Chapman, president of the Yale and Towne Manufacturing Company.⁴ As to the importance of English in education, a staff reporter for General Electric says: "A solid background in English is a prerequisite to happiness and well-being. Without a reasonably good command of English as a means of communication and without knowledge of what the best minds of all time have put into print, we are not educated for personal happiness, apart from the job, or for personal success in the exciting business of making a living." And again: "Writing, together with reading, is as much an integral part of the electrical business (or any business) as your bones are part of your body."⁵

The meeting of representatives of industry with teachers of the liberal arts at a College English Association Institute at Corning, New York in October, 1953, is additional evidence of the importance of "the dilemma of the under-educated American in his world of growing responsibilities." This meeting was called to grapple with this problem.

Parents will listen to the voice of employers. We hear parents, lately, calling for a return to the 3 R's and less emphasis upon the "useful" in education. Administrators, too, are aroused to the situation; they are cutting down on the spectacular activities which have provided "holding power" for the materialistic masses that have filled our classrooms in recent years.

The recommendation of the NCTE committee on English in Terminal Secondary Education, though composed a year ago, in advance of all the recent stepped-up interest in the humanities and the recognition of the importance of high standards of excellence in English, are in accord with present trends; also in line with recommendations for terminal students stated in the NCTE publication, *The English Language Arts*, Vol. I (p. 134), "Their (terminals') need is not for a narrower course but for a broader, richer one."

⁴ Chapman, Gilbert W. "The Opportunity Ahead," SRL, November 21, 1953, p. 46.

⁵ "Why Study English?" in *Adventures Ahead*, Vol. VII, No. 2, November-December, 1953.

Teaching Slow Learners To Write

AGNES McCARTHY

ONE of the most difficult problems that confront English teachers in American high schools today is how to help slow learners to express themselves adequately in written composition. Generally these students dislike writing. They are naturally inarticulate, and, because they are frequently assigned topics on which they have little or nothing to say, they are likely to write merely to satisfy a requirement rather than to communicate information of ideas. Poor spelling and difficulty with the mechanics of capitalization and punctuation often make writing pure drudgery for these students. Nevertheless, in order to develop the writing skills needed by all citizens of our society, slow learners must be given abundant practice in writing while they are in school. It, therefore, becomes our responsibility to study their writing needs and their limitations in order to provide them with an effective program in written composition.

The following questions should be helpful in setting up realistic and specific objectives in writing for slow learners in high school, and in devising ways and means of attaining them: (1) What writing skills will be required of these boys and girls while they are in school and after they are graduated? (2) What characteristics of the language of slow learners affect their ability to learn to write? (3) What learning experiences and methods of teaching are most effective in helping slow learners to improve their writing?

REALISTIC OBJECTIVES FOR SLOW LEARNERS

Teachers of composition can avoid frustration only if they accept the fact that there are high-school students who will never become fluent writers. The best we can hope to do for our slowest students is to help them develop the writing skills necessary to prepare their written assignments in school and to carry on the writing activities of literate adults after they leave us. Realistic objectives would probably include the following:

1. Ability to write intelligible answers to questions on study guides, tests, and other written assignments
2. Ability to write summaries, reports, and short expository compositions
3. Ability to fill in blanks and forms accurately and legibly
4. Ability to write clear, courteous business letters in acceptable form
5. Ability to write newsy, friendly letters
6. Ability to write reactions to personal experiences in accurate and specific language

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If we succeed in achieving these objectives, we will have prepared our slow students for all the writing they will be likely to be called upon to do in life. As a matter of fact, many students of average ability or better are being graduated from our high schools unable to do acceptably the types of writing listed here. Of course, we will have to modify our standards, provide many and varied writing experiences, and aim our teaching at overcoming the language handicaps which make learning to write so difficult for slow learners.

LANGUAGE PECULIARITIES OF SLOW LEARNERS

While the range and variety of individual differences among slow learners are equal to those of brighter children, there are certain language problems which are peculiar to these students as a group. In order to help them learn to write, the teacher should recognize characteristics difficulties and make provision for overcoming them.

The most obvious defect in the writing of slow learners is their poor spelling. Because they learn more slowly and less effectively than brighter pupils, they have usually failed to master new words as they are presented in earlier grades. Consequently, by the time they reach high school they have accumulated a backlog of misspellings of common words. Often there is little done to help them remedy the deficiency. Even when spelling is taught systematically at the high-school level, the words studies are usually not those that brand the slow learners' writing as illiterate. Too often their time is spent drilling on words that they will never use in their own writing. Meanwhile, they continue to misspell the basic words of a third-grade list.

Much of the slow learners' trouble with spelling and usage can be traced to poor powers of observation and discrimination. They tend to confuse words whose sound and appearance are similar. They may interchange *when* and *went*, *where* and *were*, *an* and *and*, *are* and *our*, as well as such common homonyms as *there* and *their*, and *your* and *you're*, which also confuse brighter pupils. For the same reason they are bothered by the inflections of the language. Because they do not hear the differences in the endings of spoken words, they do not know when to add *s*, *ed*, or *ing* when they write. The resulting mistakes are usually attributed to carelessness. Actually, they occur because of the writers' inability to see in similar words differences that are obvious to the teacher.

Another block of effective writing by slow learners is their failure to realize that the purpose of writing is communication. Because of limited backgrounds, lack of imagination, and poor motivation they must often write when they have nothing to say. This situation is likely to result in a vague or meaningless writing. The remedy is, of course, to provide enriching experiences and to utilize all opportunities for making writing functional and meaningful.

WRITING WITH A PURPOSE

Because it is particularly important that writing be recognized as a means of communication, assignments should be limited to subjects on which these

pupils may reasonably be expected to have something to say. For that reason writing which grows out of a unit of work on which a class is engaged is more likely to be meaningful than are isolated assignments in written composition. For example, many schools have some kind of orientation unit for entering classes. Such a unit would provide a variety of functional writing experiences. Enrollment cards, absence slips, library passes, and other forms used by the school could serve as exercises in filling in blanks. The class might write letters to members of the administrative staff or to student leaders to arrange for interviews, request information, or invite a speaker to explain extracurricular activities or matters of school policy or routine. Later they might write letters of appreciation to the same individuals. A unit on hobbies or sports would lead naturally to writing explanations to accompany displays or models. A school career day or the reading of vocational stories or biographies might suggest writing about students' own working experiences.

Good results have been obtained by having students write the "inside story" of jobs they have had or types of work they do well. Selecting the best word to convey a motion, sound, or feeling helps to make these students more observing and more sensitive to their own environment and experiences. They also gain a better appreciation of the importance of using accurate, vivid words to communicate what they have felt, heard, or seen. Similar assignments growing out of school events like an athletic tournament, the annual school carnival, or activities of the home economics laboratory or the industrial arts shop are good for sharpening powers of observation. These are sources for types of creative writing from which slow learners can profit.

All writing which pupils do in school should be utilized to teach or strengthen some particular writing skills. Writing questions, or answers to questions, based upon reading or listening assignments can serve to develop sentence sense and give practice in beginning sentences with capital letters and ending them with the appropriate punctuation marks. Copying lists of books, stories, or poems or writing summaries of individual reading makes the teaching of capitalization and punctuation of titles functional. Any occasion for writing should be regarded as an opportunity to stress making sense in clear, logical sentences that the reader can understand.

Tests and quizzes provide excellent motivation for teaching students of all levels of ability to say what they mean clearly and concisely. It is unfortunate from the standpoint of developing ability in written expression that objective tests have gained such a stronghold in American high schools. We are certainly defeating our own purposes when we ask students in language arts classes to tell us what they know by filling in blanks, checking, or underlining.

TEACHING METHODS AND DEVICES

Preparation for a written assignment should be thorough and should probably take more time than the actual writing. The class might work together

on a general plan for the composition. The number and order of paragraphs can be determined, and details for developing them suggested and evaluated. Words and phrases that might be needed in writing may be listed for future reference. Sometimes good beginning sentences can be composed by the entire group to help a reluctant writer get started. If the assignment poses particular problems, they should be anticipated and help should be given the pupils in advance. For example, if letters are to be written, preparation would include teaching or reviewing the letter form. Textbooks might be consulted for models, or the class might prepare one together. Names which will be needed should be spelled and appropriated salutations and complimentary closes should be suggested and listed.

Writing should generally be done in class where the teacher can give help when it is needed. Each pupil should have at hand a list of his own spelling demons which he can consult as he writes. He should also have available a class style sheet containing his own examples of items of usage, capitalization, and punctuation that have been taught. The teacher should supply the spelling of new words as the students ask for them. If they are words that might be useful addition to a slow learner's vocabulary, they can be noted and added to the class list for future study.

Before papers are handed in they should be carefully proof read and checked against the class style sheet for errors or omissions in usage, capitalization, punctuation, and spelling. Sometimes students learn from consulting each other in pairs or groups or exchanging papers to add the benefit of their classmates' proof reading to their own. This practice provides good experience for the students and helps to cut down on the amount of checking required of the teacher. Corrections made during this proof reading period should not be penalized.

As a rule it is not a good idea to ask slow students to rewrite entire compositions unless they, themselves, can see a reason for doing so. Usually they can see the logic in being required to copy a messy or illegible paper on the grounds that the teacher must be able to read it in order to grade it. Letters may be rewritten in order to make them mailable. And most students will gladly rewrite a composition if it is to be posted on a bulletin board or otherwise displayed. On the whole, however, it is probably more profitable to assign new writing in which the student can show what he has learned from the previous assignment.

Research has shown that it is futile to attempt to improve the writing of slow learners by teaching them the definitions and rules of formal grammar. It is true that the weakest students can be taught to parrot formulas and even, to some extent, to identify grammatical construction in textbook or workbook sentences. However, there is evidence to show that slow learners lack the ability to apply grammatical principles in improving their own sentences. It would

seem, therefore, that since our aim is effective expression, the time and effort required for memorizing, labeling, and underlining could be more profitably spent in practicing writing. For example, instead of being given exercises in underlining adjectives and adverbs, students should have practice in selecting and using modifiers in order to make their own sentences more accurate or vivid.

A device sometimes found effective in teaching the concept of modification to slow learners is to provide them with a skeleton sentence consisting of a bare subject, a verb, and a complement. Each student then adds to each word in the skeleton his own descriptive or picture-making words. When the finished sentences are compared, the slowest student can usually gain some idea of how modifiers change or add to the meaning of other words. The terms *modifier*, *adjective*, and *adverb* may or may not be used in discussing the sentences, but the purpose of the exercise is not to acquire technical terminology but to help students to build better sentences.

The thought, or meaning, approach has been found to be the best method of improving sentence structure for slow learners. For example, without identifying and naming the grammatical constructions, students can be helped to see why a sentence with a misplaced or dangling modifier fails to make sense. Efforts at improving the sentence should then be directed toward changing it so that it will say exactly what the writer had in mind. The criteria for evaluating sentences, paragraphs, and whole compositions should always be: Does it say what it means so clearly that the reader can not fail to understand?

Punctuation and capitalization should always be taught in use as the need arises. Generally, sentences for illustration and practice should be taken from the student's own writing. At any rate they should be of a type and quality which the best students in the group might be expected to write. Certainly there is no point in attempting to teach these students to punctuate sentences which they will never be able to write.

These are only a few of the methods and devices that have been found effective in improving the writing of slow learners. Teachers who have adopted the philosophy of studying their students in order to adapt instruction and materials to fit the needs and abilities of individuals will discover many more. The objective should always be to take the slow learners where we find him, and by capitalizing on his interests and providing him with enriching and stimulating experiences, give him something to write about and help him to write it as legibly, clearly, and accurately as his limited abilities will allow.

The English Teacher as a Counselor

DUGALD S. ARBUCKLE

COUNSELING is much like a child whose parents have suddenly acquired much wealth, and, as a result, have become overpoweringly respectable in certain circles. Actually, of course, counseling has been going on in schools for a long time, but the newly acquired importance of counseling is such that different organizations are eagerly laying claims for the sole proprietorship of the process. This has all happened within the last decade, and it would seem that the major contributing factor is the gradually increasing acceptance of counseling as being synonymous with psychotherapy. As long as counseling was the simple giving of information or advice, the slapping on the wrist, or the lecturing of the student on the correct ways of living, anybody, even teachers, could lay claim to it. As soon as counseling began to be identified with psychotherapy, however, it was encroaching on the grounds of at least two organizations, the American Medical Association and the American Psychological Association. The American Medical Association has exerted itself mightily in the past few years to see that psychotherapy remained in the hands of medical men. It has pressured for legislation, in some cases successfully, to limit the practice of psychotherapy to those individuals possessing the medical degree. This is obviously quite ridiculous, since the acquisition of an M.D. degree is no more a guarantee of proficiency in the practice of psychotherapy than is the acquisition of a Ph.D. in astronomy or a D.Ed. in elementary school arithmetic. Thousands of teachers throughout the country are practicing psychotherapy far more effectively than are numerous M.D.'s, although in some cases they may be doing this in spite of their training rather than because of it.

It may be that psychotherapy or counseling can never have an exact definition, but a generally accepted concept is that it is a process by means of which an individual becomes more capable of rational behavior; a process which is concerned with the solution of difficulties which are caused by emotional imbalance rather than by lack of information or advice; a process whose outcome depends primarily on the relationship that is developed between the two people concerned.

Clinical psychologists and the American Psychological Association justly question the attitude of the American Medical Association on this question of the practice of psychotherapy, since it would appear to be correct to say that the training of the clinical psychologist, right from his undergraduate days,

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is orientated to the detection, the diagnosis, and the solution of problems which are psychological in nature. The training of the medical doctor is basically organic, and it must of necessity remain organic despite the great publicity given to what would sometimes appear to be a brand new term—namely, psychosomatic medicine. The clinical psychologist, however, while being quite justified in questioning the right of the American Medical Association to the entire field of psychotherapy, has somewhat of a tendency at times to try to imitate it. This is particularly the case where teachers are concerned. Many medical men, reading only their own journals, are not even aware that there is any question about teachers practicing as counselors, while some psychologists may be aware of the fact, but cannot accept the teacher as a real counselor.

It is highly desirable that the wall of mystery which has surrounded psychotherapy be removed. It would appear to be a fact of life that all people can benefit from psychotherapy at certain times in their lives, and psychotherapy itself is a relative process. For certain individuals the most effective therapist might be a psychiatrist; for others it would be a clinical psychologist; and with others it could be a teacher. In all three cases, however, while there might be differences in the type and the extent of professional training, there would be certain common factors regarding the personality of the therapist, be he a psychiatrist, a psychologist, or an English teacher.

There may be no one basic trait, but there is one characteristic which does seem to stand out among successful counselors. This is not so much the acceptance of the client and all his troubles, contradictions, and aggressions, but the *capacity* of the counselor to accept, so that the acceptance on the part of the counselor is *real* rather than just being a role which he painfully plays. Obviously, if an individual is not the sort of person who actually can accept others as they are, without a burning zeal to convert them or to reform them to his pattern, the change that might be hoped to take place is one that will take some time. Psychotherapy may be necessary for some teacher-counselors if their attitude is to change so that they can accept children as they are, and respect their right and their capacity to change in the way which they desire.

THE COUNSELOR'S ATTITUDE

It has been said that teachers and clergymen are the most difficult people to train as counselors because of their preconceived sense of values. This may or may not be true, but there are some teachers who have a very definite belief that their way of living is *the* way of living, and this obviously makes acceptance of one who differs, real acceptance that is, rather difficult. Indeed, one might ask if a person can be definite and certain about anything, and at the same time be completely acceptant of one who differs violently. While we can say that there is a difference between accepting on the one hand and condoning and believing on the other hand, there is also some possibility that

this is a means of escaping from a rather complex situation. If the teacher-counselor *knows* that he is definitely right about a certain matter and that the client must, therefore, be definitely wrong, can he really be accepting or is he just tolerating? If the teacher-counselor's real attitude is "This is a vicious and evil thing—how can he talk like that," is it possible for him even to convey the impression that he is acceptant of the client's statements, and of the client. Regardless of societal concepts or attitudes toward a certain action, the counselor is an individual who can accept the fact of life that this is the way the client *feels*. There is no question of right or wrong. This is his feeling.

In ordinary school situations, can the teacher who feels that modern children are all delinquents who should be locked up, really be acceptant of a child who tells her that he has been involved in three minor thefts so that he can qualify to become a member of a gang? Can the teacher who feels that all children should be respectful toward adults simply because they are adults be acceptant of the child's expression of hatred toward another teacher, or, what is even more difficult, the implied indication of dislike of the teacher herself? Can a teacher who has her own definite ideas about what is good and what is bad sexual behavior be acceptant of a teenage girl who talks about her sexual experiences with several boys? Can the teacher who assumes that adults always know more than children be acceptant of the child's refusal to agree with her?

One could not be human, of course, without having his own little bundle of questionable and biased attitudes, and teachers, like everyone else, are human. The basic issue probably, is the extent of one's biases and the degree to which they are understood and accepted. An individual who acknowledges and accepts his biases would probably function more effectively as a teacher-counselor than one who is equally endowed with biases but portrays himself as one who is made up completely of virtues.

This accepting teacher-counselor is not subject to any subconscious pressures to evaluate and judge the actions and attitudes of his pupils nor does he feel himself particularly capable of evaluating them. As a teacher, he obviously spends some of his time in the imparting of information and in the development of skills, but he is aware that the degree to which one can make use of information depends on his emotional stability and his capacity to function in a rational manner. The teacher-counselor, then, possesses this acceptant attitude common to all counselors, and he may be noted by three other characteristics, which apply whether he is counseling an individual student or teaching a group of students.

PUPIL-COUNSELOR RELATIONS

The basic challenge to the teacher-counselor has to do with the relationship he establishes with a group of students and with each individual student. The imparting of knowledge and the development of skills becomes secondary, and the real challenge lies in the development of a relationship so that out

of this new atmosphere which is created the student comes to be capable of thinking and acting in an independent manner. He can make the choices and the decisions, and the ones that he makes will be the ones that are best for him and nearly always for his society. This is obviously not the traditional role of the secondary-school teacher, who has sometimes been viewed as one wholly concerned with the imparting of knowledge, and the atmosphere in which this knowledge is imparted and the use to which it is put has often been of little concern. This emphasis on relationship has not only been frequently ignored in the teaching situation, but also even in a counseling situation. The teacher has functioned in exactly the same manner with the individual student as she has with the class, and assumed that a personal problem will be cleared up by the imparting of some solid information or the giving of some good advice.

The English teacher is in a particularly sound position in this matter of the establishment of a positive relationship, since much of the official "subject" which may be under discussion, or the skills which may be being developed have a highly personal tinge. Composition and writing and literature may be most effective medians for personal expression. The skilled English teacher can make effective use of much of the English material to help him to understand the individual student, and so to establish a better relationship with the student. The actual use of material, and the day-to-day classroom activities, can, in the hands of the teacher-counselor, become much more than the acquisition of skills, and the dry retention of bits and pieces of knowledge.

THE PLACE OF THE ENGLISH TEACHER

Many American citizens today are crying to the heavens about the poor showing of the youth of the country in the matter of writing and speaking and spelling. Some of this is true, and part of that which is true lies at the door of the English teacher. The public clamor cannot be ignored or dismissed. Students are not getting out of many English classes what they should be getting, but the road to improvement does not lie in the direction of added pressures, increased drills, and the going back to fondly imagined "good old days." Part of the answer lies in an increased emphasis on the selection and training of the person who is to be the teacher, and on the relationship which that teacher is able to develop in the classroom.

The English teacher-counselor has some concern with the "English" product, but a more important professional concern is the learning process. The teacher is, or should be, an expert in the field of learning. If Mary learns much in turning out a poor composition, then the teacher has functioned more successfully with Mary than she has with John who may have turned out an excellent composition, but learned little in the process. The basic question must be, "what did the student *learn* in the accomplishment of this task?", rather than "what did he accomplish?" This does not mean that the teacher is uncon-

cerned with the development of good writers, but it does mean that there is much more likelihood of good writing developing when the teacher is concerned with each student's learning. This is not contradictory, and in practice it meets the pragmatic test. It works. The English teacher-counselor knows that learning is a self process. The teacher cannot learn for Mary, although sometimes, as teachers, it would almost seem that we believed that we could force pupils to learn what we wanted them to learn. They may learn, of course, but the real learning will be a by-product—often an undesirable by-product. When Mary knows that she is accepted and understood, and when she knows that the teacher is primarily concerned with helping her to learn, rather than with judging the value of what she has learned, then there is a good chance that Mary will learn what is good for her. Most Marys know that it is good to be able to write a letter which can be understood, to be able to spell, and to be able to read. When the concern is with the English product, there is a good chance that it will be inferior to that which results when the concern is with the learning process.

Most teachers will say they are concerned with the welfare of the student, but the teacher-counselor thinks in terms of the welfare of the student from the viewpoint of the student. This latter point is important, since, if a good relationship is not established and if there is not an intelligent concern with the learning process, then there is a very good chance that the teacher's version of what is best for the student may be far removed from the student's version of what is good for him. In teaching, the skills and the knowledge that the teacher-counselor possesses are some of the tools that are used in establishing a relationship so that learning may take place, and the welfare of the student may really be served. Similarly, in counseling sessions, the words that will be used by the counselor will merely be tools rather than pearls or lesser words of wisdom. The skills, the knowledge, the verbalizing—these are the tools that are used by the English teacher-counselor.

THE GOOD TEACHER-COUNSELOR

The English teacher cannot be the effective teacher that she should be if she is not, at times, a counselor. It would seem that those teachers who will achieve the most, whether they are counseling or teaching, are those whose philosophy and attitude are such that they help the pupil to work toward the solution of his own problems, rather than their version of his problems; they are not too concerned with the excellence of their "subject" product, but they are deeply concerned with the learning that takes place in the process of production; they believe that learning is a self-process which is impossible if the climate is not conducive to learning; they believe that the relationship that is developed between teacher and pupil is the single most important aspect of the complicated process of both teaching and counseling. These, some will say, are the real English teachers. They are also real counselors.

Further Study

Research in the English Language

MARGARET M. BRYANT

IN THIS rapidly changing world of today, in this scientific age where research goes on from the lowest depths of the sea to the upper regions of the stratosphere, where trips by rocket ships to Mars or the moon are talked of seriously, it is practically impossible to keep up with the changes going on in the English language, a living and vibrating instrument, used entirely around the world.

NEW WORDS

Borrowings

New words are being borrowed or formed by the hundreds. During the decade 1940-1950, the Merriam-Webster dictionary accepted 3,700 additions. At that time there were many borrowings from the German, especially military terms such as *blitzkrieg*, a compound meaning "lightning war"; *flak*, an acronym, a German abbreviation of *Flieger-Abwehr-Kanone*, "anti-aircraft cannon"; *luftwaffe*, the Nazi air force in World War II, from *luft*, "air" and *waffe*, "weapon"; *panzer*, as in *panzer division*, "armored division"; *snorkel*, a device for submarines which consisted of air intake and exhaust tubes for Diesel engines and for ventilation, permitting submergence for a longer period of time. German was not the only language that contributed to the English vocabulary, for as the Americans traveled to the various parts of the world, they found new words with which to express themselves. Two that do not deal with war but furnish amusement to millions are *canasta* from the Spanish and *samba* from the Portuguese, but of African origin.

Reduplication

Another field of entertainment, music, added a number of words. There is *bebop*, probably from the sound made on the trumpet, describing jazz music characterized by lack of restraint and much improvisation, and there is *boogie woogie*, describing a kind of jazz piano playing. In both of these words is found a sort of reduplication, a doubling of a root syllable or other element so as to make a derived form. *Boogie woogie* is in effect a linked rhyme-word. Another example is *walkie-talkie*, a portable compact radio transmitter and

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receiver. Following *walkie-talkie* has come *peepie-creepie* to describe a portable television camera.

Trade Marks

Trade marks have also contributed many words. Among the more recent ones are *frigidaire*, *deepfreeze*, *polaroid*, *wedgie*, *technicolor*, *nylon*, *orlon*, *acrilan*, *cellophane*, and *celotex*, to name a few.

Shortening

Shortening of well-known terms has given us, for example, *A-bomb* for *atom bomb*; *H-bomb* for *hydrogen bomb*; *jet* for *jet-propelled plane* and *polio* for *poliomyelitis*. Another method of shortening is the use of acronyms, making words from initial letters of other words, a type of word that has come into great use recently to keep from saying or writing long titles or names of organizations. *Acronym* itself is a new word meaning "tip-name" from the Greek *akros*, "tip," and *onyma*, "name." The "alphabet agencies" were one of the outstanding features of the New Deal under President Franklin D. Roosevelt and they continue to be popular. The government during World War II took care, in forming women's groups in the armed forces, to have abbreviations that could be used as words; *WAC*, *WAVE*, *SPAR*. Later came *Shape* (Supreme Headquarters of the Allied Powers in Europe) and *SHAEF* (Supreme Headquarters of Allied Expeditionary Force). Three words that we often hear today are *CARE* (Committee for American Relief in Europe), *UN* (United Nations), and *UNESCO* (United Nations Educational, Scientific, and Cultural Organization). Then we have for the home such words as *TV* (television) and *DDT* (a chemical called dichloro, Diphenyl-trichloroethane). There is also *VIP* (very important person).

Spelling of Letters

At times words are formed from the spelling out of a pronunciation as in *emcee* for master of ceremonies, *Seabee*, denoting a member of the United States Navy's Construction Battalion. This compound was formed by spelling out the initials *C.B.* The abbreviation *V.P.* for vice-president has recently given *veep*, first used in referring to Alben W. Barkley, but now employed to designate any vice-president. Another word of this type is *jeep*, supposedly suggested by *G.P.*, general purpose car.

Two-Word Phrases

There are many two-word phrases which have become a part of our vocabulary, like *baby-sitter*, *black market*, *bubble gum*, *cold war*, *disc jockey*, *picture window*, *police state*, *rat race*, *soap opera*, *visual aid*, *withholding tax*. Then we have a compound such as *teen-ager*, where we have both shortening and lengthening as well as compounding, for *teen* is a shortened form and *ager* a lengthened form by means of the suffix *-er* added to *age*.

Compounds

In modern life many compounds are formed. The aviation industry has contributed *airlines*, *flagships*, *mainliners*, *skycruisers*, *skyfreighters*, *stratoliners*, *strato-cruisers*. Many of these fanciful compounds exemplify the American zest for the picturesque, a zest that has been characteristic of usage in this country from earliest times.

Scientific Terms

New scientific developments have constituted major additions to the enlarged English vocabulary. Here one finds the classical combining forms. Examples of new scientific terms are *electroshock*, *encephalogram*, *lobotomy*, *psycho-surgery*, *streptomycin*, *aureomycin*, *penicillin*, *antihistamine*, *nucleonics*, and *cyclotron*. Many terms of medicine and other modern sciences come largely from the Greek.

Blends

Another process of manufacturing words is telescoping two words into one, called a "blend." Among the more recent examples are: *Dixiecrat*, (*Dixie* and *Democrat*); *brunch* (*breakfast-lunch*); *sportcast* (*sport* and *broadcast*); *telecast* (*television* and *broadcast*); *radiotrician* (*radio* and *electrician*); *airmada* (*airplane* and *armada*); *cinerama* (*cinema* and *panorama*); *cinemascope* (*cinema* and *bioscope*); *psychodrama* (*psychology* and *drama*); *motorcade* (*motor-car* and *cavalcade*); *motel* (*motorist* and *hotel*); *smog* (*smoke* and *fog*). *Time* magazine specializes in such creations as *cinemactress* (*cinema* and *actress*); *steel-ionaire* (*steel* and *millionaire*); *radiorator* (*radio* and *orator*).

Sources of New Words

From this list of words one can see the linguistic and social forces that are operating in enlarging and enriching the English vocabulary, bringing into common usage many new terms. The lexicographers and the New Words Research Committee of the American Dialect Society (Professor I Willis Russell, University of Alabama, Chairman) are kept busy trying to keep up with the innovations. Each issue of *American Speech*, a quarterly of linguistic usage, carries an article entitled "Among the New Words" by Professor Russell. Dr. M. M. Matthews, one of the editors of the *Dictionary of American English* and the editor of *Dictionary of Americanisms*, also contributes to each number "Of Matters Lexicographical," where one finds interesting material on American expressions. This magazine carries many articles on various types of usage. In each issue a bibliography is included on present-day English by Professor Sumner Ives of Tulane University—and a committee of readers—and one on phonetics by Professor S. N. Treviño of the University of Chicago. *Word Study*, edited by Dr. Max J. Herzberg and published by G. and C. Merriam Company, often carries items dealing with new words and usage of words.

From time to time the American Dialect Society brings out a publication giving words that are in common usage in a particular section. Such a publication is *A Method for Collecting Dialect* by Frederic G. Cassidy with the collaboration of Audrey R. Duckert, in November, 1953, where Professor Cassidy publishes a questionnaire of 1,600 questions which he employed in Wisconsin in order to find out what terms are employed in numerous categories, including vegetables, dishes, utensils, tools, buildings, furnishings, foods and cookery, religion, weather, farming, domestic animals, entertainments, games, vehicles, transportation, clothing, parts of body, health, disease, death, burial, courtship, marriage, hunting, fishing, wild life, birds, insects, plants, trees, flowers, fruits, beliefs, superstitions. This publication is looking forward to a dictionary of American dialect. The only work in the field at present is the *American Dialect Dictionary* of Harold Wentworth (Crowell, 1944), not a comprehensive survey but an interesting and useful volume, the first of its kind.

Names

Closely allied to the work done in the American Dialect Society is that of the American Name Society. In its journal *Names* are many interesting articles, such as "Names and Trains" by Erwin G. Gudde (I, 1, March, 1953, pp. 41-47); "Ohio Town Names" by William D. Overman (I, 2, June, 1953, pp. 115-117); "Naming of Chemical Elements" by Fred Ellis, Jr. (I, 3, Sept., 1953, pp. 165-176). George R. Stewart attempts in "The Field of the American Name Society" (I, 2, June, 1953, pp. 73-78) to show the importance of the study of American names and to classify them. He concerns himself with usage in English and divides names into (1) personal and quasi-personal names (personal names, animal names, names of personified objects, personified abstractions); (2) names of institutions and corporations; (3) brand names, such as Quaker Oats, Coca Cola, and Vaseline; (4) names of tribes, groups, dynasties, etc.; (5) titles (names of books, works of art, etc.); (6) place names; (7) names of events in history; (8) abstractions not personified, such as Republicanism; (9) famous objects not personified, i.e., the Koh-i-noor diamond. Some useful works in this field are: *Webster's Geographical Dictionary*, John P. Bettrel, editor (G. and C. Merriam Company, 1949), a handy volume containing information on more than 40,000 places on the face of the earth; *The Columbia Lippincott Gazetteer of the World*, Leon E. Seltzer, editor (Columbia University Press, 1952), first comprehensive American gazetteer to appear since 1905, containing approximately 140,000 geographical names from all parts of the world; Elsdon C. Smith, *The Story of Our Names* (Harper and Brothers, 1950), a highly interesting and readable account of personal names throughout history and among many different peoples; Elsdon C. Smith, *Personal Names: A Bibliography* (The Public Library, New York, 1953), personal names classified as to subject matter; Robert L. Ramsay, *The Place Names of Boone County, Missouri*, American Dialect Society, No. 18, Nov., 1952 (an

extensive method); *The Place-Names of Cumberland*, Part III, Introduction, University of Missouri Bulletin: Missouri Handbook No. Two. 1952 (an extensive method); *The Place-Names of Cumberland*, Part III, Introduction, etc. by A. M. Armstrong, A. Mawer, F. M. Stenton, Bruce Dickins, English Place-Name Society, Vol. XXII (Cambridge University Press, 1952), a thorough and perceptive place-name study, showing the breadth and scope of co-operative endeavor. The annual bibliography by Elsdon C. Smith in *Names* is useful for those interested in this field. See "Literature on Personal Names in English, 1952." *Names* (I, 3, Sept., 1953, pp. 219-221).

Topographic Terms

Similar to the study of names is the study of topographic terms. An interesting and valuable study of Dr. E. Wallace McMullen, Jr., entitled *English Topographic Terms in Florida, 1563-1874* (University of Florida Press, 1953). Dr. McMullen's study carries into another state a study made by Dr. G. D. McJimsey, *Topographic Terms in Virginia*, in *American Speech* Reprints and Monographs No. 3 (Columbia University Press, 1940). In these studies are found an analysis of the terms in use in those regions with a glossary containing definitions and citations. The explorers and colonizers found a New World, the topography of which was often quite different from that they had known in the old World and were forced to name features of a landscape new and strange to them by changing the meanings of ordinary English words, by compounding familiar English words, and by adopting words from Spanish, French, and the Indian languages. Some of the terms, such as *Everglades* and *swammock* (a blend of *swamp* and *hammock*), for example, are peculiar to Florida; others may be found in other states. Works of this kind appeal not only to the professional student of language but also to the historian, geographer, geologist, botanist, antiquarian, and the amateur of words as well as to those who love the state to which the terms belong.

Linguistic Atlas

SPEECH IN AMERICA

Other allied research that has been going on since 1926 is that of the *Linguistic Atlas of the United States and Canada* under the directorship and editorship of Professor Hans Kurath, who is also at present editing the *Middle English Dictionary* at the University of Michigan. He has the help of a number of other scholars in various parts of the country. *The Linguistic Atlas of New England* (3 volumes in 6) sponsored by the American Council of Learned Societies and assisted by universities and colleges in New England, was published at Brown University, Providence, R. I., 1939-1943. It contains 734 maps showing the distribution of words and sounds, thereby giving a sound basis for the study of differences in the speech of the area covered. Those on the Central and Southern Atlantic states are being edited for publication.

Field work is progressing in the North Central states and other areas of the country. The *Atlas* makes a fuller study of pronunciation than can be found elsewhere. It also provides a systematic record of the currency of selected words and expressions, as evidenced by Kurath's *A Word Geography of the Eastern United States* (University of Michigan Press, 1949); by E. Bagby Atwood's *Survey of Verb Forms in the Eastern United States* (University of Michigan Press, 1953), a monograph on verb forms in popular speech; and a number of articles in periodicals by Raven I. McDavid, Jr., Atwood, and others, based on the collections of the *Linguistic Atlas*. *A Word Geography of the Eastern United States* records systematically the usage of more than 1,200 persons, giving full information on the geographical and social distribution of the selected words and phrases, which affords the necessary knowledge for historical interpretations. The movement of the population, the development of transportation systems, trade areas, cultural centers and institutions, and the stratification of society always affect the geographic and social dissemination of words.

Phonetics

The best dictionary that presents the variations in speech is *A Pronouncing Dictionary of American Speech*, by John S. Kenyon and Thomas A. Knott (G. and C. Merriam Company, 1944). It contains only phonetic representations of words. Professor Kenyon, who worked with Professor Knott on Webster's *New International Dictionary*, which contains a good introduction on pronunciation, also has a separate work *American Pronunciation* (8th edit., revised, G. Wahr, Ann Arbor, Michigan, 1940). A later study is C. K. Thomas' *An Introduction to the Phonetics of American English* (Ronald Press, 1947). A book like James F. Bender's *NBC Handbook of Pronunciation* (Crowell, 1951) evidences a present-day American "standard" for radio announcers. It is an arbitrary compromise.

In addition to specific studies, considerable work has been done on American English in which there is general interest, created in particular by the three volumes of H. L. Mencken, *The American Language* (Alfred A. Knopf, 4th edition, 1938); *The American Language: Supplement I*, 1946; the *American Language: Supplement II*, 1948. These books contributed greatly by popularizing the research being done in American English, thereby advancing the state of our knowledge concerning American English. Professor G. P. Krapp had formerly shown the importance of the study in his two volumes which he published for the Modern Language Association of America in 1925: *The English Language in America*.

Negro Speech

One should also mention the work being done on Negro speech by the Negro linguist Lorenzo D. Turner, whose *Africanisms in the Gullah Dialect*

(University of Chicago Press, 1949). It was reviewed by R. A. Hall, Jr., in *American Speech*, XXV, 1950, pp. 51-54. Raven I. McDavid, Jr., also wrote a general article for *American Speech*, XXVI, 1951, pp. 3-17, entitled "The Speech of American Negroes and the Speech of Whites."

GRAMMAR AND USAGE

Concepts Toward English Language

From the preceding paragraphs one can see the great amount of work that is being done in connection with the English language. Linguists in the first part of this century who have devoted themselves to research in the English language have evolved five basic concepts which should determine the current attitude toward any teaching of the English language today: (1) language changes constantly; (2) change is normal; (3) spoken language is the language; (4) correctness rests upon usage; (5) all usage is relative. (See *The English Language Arts*, prepared by the Commission on the English Curriculum of the National Council of Teachers of English, Appleton-Century-Crofts, Inc., 1952, Chap. 12). Linguistic science began in the 1920's to uproot the long tradition of authoritarian dogmatism established in the eighteenth century by authors who created rules to stabilize the English language. G. P. Krapp, a pioneer American linguist, published *A Comprehensive Guide to Good English* (Rand McNally and Company, 1927. Works appeared tracing the historical origin of our doctrines of correctness. Among them are C. C. Fries' "The Periphrastic Future with *Shall* and *Will* in Modern English," *Publications of Modern Language Association*, XL, 1925, pp. 963-1024, and "The Expression of the Future," *Language*, III 1927, pp. 87-95; and Sterling A. Leonard's *The Doctrine of Correctness in English Usage 1700-1800*, University of Wisconsin Studies in Language and Literature, No. 25, Madison. Leonard followed this study by his *Current English Usage* monograph for the National Council of Teachers of English in 1932 in which he made a survey of opinion about 230 items of usage. In 1938 A. H. Marckwardt and F. G. Walcott consulted in respect to each expression sources that were not available to Leonard: the *Oxford Dictionary* with its supplement, the most authoritative single compilation of linguistic fact; the second edition of Webster's *New International Dictionary* (1934); and H. W. Horwill's *Modern American Usage* (Oxford, Clarendon Press, 1935). They also consulted the scholarly works containing illustrative citations from modern writings and earlier periods of Otto Jespersen, *A Modern English Grammar* (Heidelberg, 1928-1931, 4 Vols.), and G. O. Curme, *Syntax* (1931) and *Parts of Speech and Accidence* (1935), both published by D. C. Heath. *English Usage* (Scott, Foresman and Co., 1917) by J. Leslie Hall, a usage record based upon seventy-five thousand or more pages of literary English was also examined. This study resulted in *Facts about Current English Usage*, English Monograph No. 8 of the National Council of Teachers of English, 1938.

In 1933 Robert L. Pooley brought out his *Grammar and Usage in Textbooks on English*, University of Wisconsin, in which the widely quoted definition of "good English" is given: "Good English is the form of speech which is appropriate to the purpose of the speaker, true to the language as it is, and comfortable to speaker and listener. It is the product of custom, neither cramped by rule nor freed from all restraint; it is never fixed, but changes with the organic life of the language." This was followed by his *Teaching English Usage* (Appleton-Century-Crofts, 1946), an excellent study he did for the National Council of Teachers of English.

Since that time the work on usage has gone forward. In 1940 Professor C. C. Fries published his *American English Grammar* (Appleton-Century) in which he took up moot points of American English usage based on army letters from persons of all social levels. In many instances he reached conclusions the opposite of those taught in school grammars. In that same year he brought out *What Is Good English?* (Ann Arbor), first printed in 1927 when he also published his *Teaching of the English Language* (Thomas Nelson and Sons). In 1940 Margaret M. Bryant and Janet R. Aiken's *Psychology of English* (Columbia University Press), undertook to show that the English language and grammar are the products of the group thinking of people whose minds have worked psychologically rather than logically with the emotions and urges of mankind influencing the grammar.

Handbooks and Grammars

Handbooks have followed to support the modern concept of English usage. Among them are Porter G. Perrin's *Writer's Guide and Index to English* (Scott, Foresman, 1942), revised from the 1939 *Index to English*; A. H. Marckwardt's *Scribner Handbook of English*, 1940, revised in 1948 in collaboration with F. G. Cassidy; Norman Foerster and J. M. Steadman's *Writing and Thinking*, revised by James B. McMillan, 5th edition (Houghton Mifflin Company, 1952). Other grammars that have appeared since 1940, based on modern grammatical thought, are Margaret M. Bryant's *A Functional English Grammar* (D. C. Heath, 1945); L. M. Myers' *American English: A Twentieth Century Grammar* (Prentice-Hall, 1952); and Paul M. Roberts' *Understanding Grammar* (Harper and Brothers, 1953).

Committee on Current English Usage of the NCTE

Concurrently with these publications, the two journals of the National Council of Teachers of English, *College English* and the *English Journal*, have conducted the "Current English Forum," in which questions of usage have been discussed and answered by various persons interested in the English language. The "Forum" is conducted by the Committee on Current English Usage of the National Council of Teachers of English, composed at present of Harold B. Allen, University of Minnesota; Adeline C. Bartlett, Hunter

College, New York; Margaret M. Bryant (Chairman), Brooklyn College, New York; Archibald A. Hill, Georgetown University; Kemp Malone, Johns Hopkins University; A. H. Marckwardt, University of Michigan; James B. McMillan, University of Alabama; Russell Thomas, Northern Michigan College of Education; John N. Winburne, Michigan State College; and Harlen M. Adams, Chico State College, California. The Committee is now engaged in getting out a *Dictionary of Current American Usage*, to be both a compendium of existing scattered knowledge on usage and a book in which original investigating is being done by various scholars throughout the country. The project is being sponsored by the Modern Language Association, the Speech Association of America, and the American Dialect Society. The treatment of each entry is to be encyclopedic, more like that in H. W. Fowler's *A Dictionary of Modern English Usage* than like one in, say, the *American College Dictionary*.

The Structure of English

In speaking of research in connection with the English language one must not neglect the important, though controversial, contribution of C. C. Fries, *The Structure of English* (Harcourt, Brace and Company, 1952), an introduction to the construction of English sentences in which the old grammatical terminology is cast aside with a view to presenting a modern scientific study. A careful, systematic analysis is given of the examples cited, based on recorded telephone conversations of speakers of standard English in the North Central community of Ann Arbor, Michigan. Every one should look into this book with a completely new approach. Advances have been made even though it may be some time before it can be applied to a great extent in the classroom.

Popular Treatments

POPULARIZATIONS

This survey of research in connection with the English language may well end with three interesting popular treatments of the mother tongue that have recently appeared: Thomas Pyles' *Words and Ways of American English* (Random House, 1952), Mario Pei's *The Story of English* (J. B. Lippincott Company, 1952), and Charlton Laird's *Miracle of Language* (World Publishing Company, 1953). One other stimulating popularization discussing problems connected with language and the science of language that should be included here is *Leave Your Language Alone* by Robert A. Hall, Jr. (Linguistics, Ithaca, New York, 1950). The title may be somewhat too radical for some, but it is a book worth examining. He stresses, as he says in his preface, "somewhat more than previous works the conclusions of linguistics and their implications for our society." He continues, "It is, to a certain extent, a tract addressed to the general public, in favor of a scientific attitude towards language and of relativism and tolerance, but including only as much detailed

scientific analysis as is necessary to justify or exemplify its statements and conclusions." The average person can read this book and learn a great deal about language.

From the foregoing it is obvious that the task of keeping abreast of the changes constantly being wrought upon our language is a herculean one. Nevertheless, secondary-school administrators will doubtless be interested in ways that their English teachers can equip themselves to cope with the expansion of the vocabulary and the new approach to problems of usage. No classroom teacher, of course, can be expected to consult all of the sources cited here, but this list may serve as a stimulus at least.

Approved List of National Contests and Activities for 1955-56

Your Participation in only approved National Contests and Activities assures the profession's continued control

THE Committee on National Contests and Activities¹ of the National Association of Secondary-School Principals evaluates, for placement on this annual list, the applications of business and industrial organizations and other agencies which offer national contests and participation in national activities (all nonathletic) to youth in secondary schools.

A. RECOMMENDATIONS FOR PARTICIPATING IN NATIONAL CONTESTS AND ACTIVITIES IN SCHOOLS

This is a professional service offered to schools by their professional organization. It is recommended:

1. *Policy for All Secondary Schools*

That all secondary schools take a firm and consistent position on non-participation in unapproved national and state contests and activities except in accordance with the recommendations in 2, 3, and 4 below.

2. *School Participation*

- (a) *On a national basis*—That a school confine its participation to those national contests that are currently placed on the approved list by the Committee on National Contests and Activities.
- (b) *On a state basis*—That schools limit their participation in contests and activities sponsored by their own state high-school organizations within the state in preference to any activities sponsored by other agencies. Many states evaluate and approve statewide or local contests and activities, and approved lists are available from officers of state high-school organizations.

3. *Student Participation*

- (a) That, if a school participates in any contest or activity outside the state, no pupil should be absent from school more than five school days for a single contest or activity.
- (b) That an exception for an individual contestant be made if successive steps are required to determine the winner of a national or regional contest.

¹ The Committee on National Contests and Activities: Albert Willis, *Executive Secretary*, Illinois High School Association, 11 South La Salle Street, Chicago 3, Illinois; *Chairman*; Robert V. Cresswell, *Principal*, Gladstone Junior High School, Pittsburgh, Pennsylvania; Robert L. Fleming, *Principal*, South High School, Youngstown, Ohio; O. T. Freeman, *Principal*, Wichita Falls Senior High School, Wichita Falls, Texas; John M. French, *Principal*, La Porte High School, La Porte, Indiana; and R. C. Guy, *Principal*, Hutchinson Senior High School, Hutchinson, Kansas.

- (c) That no high school should enter more than two regional or two national contests per year in which ten or more pupils from that school are involved initially, except scholarship contests.
- (d) That no individual pupil should participate in more than one contest in each of the eight categories on the approved list except where scholarships are involved.

4. *Essay Contests*

That a school should not participate in more than one essay or forensic contest each semester. (Fewer than five pupils in each school shall not be considered official school participation.) Participating in essay contests is generally regarded as of questionable educational value because the winning of awards through essay contests has tended to encourage plagiarism and dishonesty. These recommendations are made:

- (a) Do not promote any essay contest. Only announce or post notice of consent.
- (b) No staff member should judge any essay.
- (c) A staff member is not obligated to use class periods for directing the developing and writing of any essay, unless it fits into an existing unit of instruction.

B. GENERAL RECOMMENDATIONS

The Committee suggests that all school administrators give consideration to these recommendations:

1. The list is too lengthy to expect any state to choose more than a fraction from the full list. *Consider no other national contests or activities.*
2. This approved list is one from which a state may make a selection.
3. Approval by the Committee does not give a sponsor the right to operate in any state unless the individual state wishes to participate.
4. Sponsors of essay contests should have all essays read and judged outside the school staff by judges selected by the sponsors.
5. Relating to college scholarships, no sponsor should place any substantial award directly in the hands of any boy or girl. The award should be placed with the treasurer of the institution selected by the boy or girl.
6. If the boy or girl fails to attend the institution, the money will then be available for the next qualified applicant.

C. APPROVED NATIONAL CONTESTS (NONATHLETIC) FOR 1955-56

SPONSORING AGENCY	TYPE OF CONTEST APPROVED	CLOSING DATE OF CONTEST
<i>Agriculture Contests</i>		
Future Farmers of America, Office of Education, U. S. Department of Health, Education, and Welfare, Washington 25, D. C.	Livestock, dairy, and poultry judging	October

National Junior Vegetable Growers Association, University of Massachusetts, Amherst, Massachusetts	Vegetable Demonstration, Production and Marketing, and Muck Crop Show	December
New Farmers of America, Office of Education, U. S. Department of Health, Education, and Welfare, Washington 25, D. C.	Judging	October

Art Contests

American Automobile Association, 1712 G Street, N. W., Washington 6, D. C.	Traffic Safety Poster Contest	March
American Legion Auxiliary, 777 North Meridian Street, Indianapolis, Indiana	Poppy Poster Contest	May
Eastman Kodak Company, 343 State Street, Rochester, New York	Photographic Contest	April
Fisher Body Division, General Motors Corporation, Detroit 2, Michigan	Craftsman's Guild	June
Forest City Manufacturing Co., 1641 Washington Avenue, St. Louis 3, Missouri	Drawing Design Contest	March
General Federation of Women's Clubs, 1734 N Street, N. W., Washington 6, D. C.	Framed Painting	April
Kansas City Art Institute and School of Design, 4415 Warwick Boulevard, Kansas City 2, Missouri	Design Contest	May
National Wildlife Federation, 232 Carol Street, N. W., Washington 12, D. C.	Poster Contest	February

Essay Contests

Advertising Federation of America, 330 West 42nd Street, New York 36, N. Y.	Essay Contest	March
Atlantic Monthly, 8 Arlington Street, Boston 16, Massachusetts	Essay, Story, and Poetry Contest	April
Civitan International, Comer Building, Birmingham 3, Alabama	Essay Contest	March
Institute for International Government, 11 West 42nd Street, New York, N. Y.	Essay Contest, Mayers Peace	June
Ladies Auxiliary to the Veterans of Foreign Wars, 406 West 34th Street, Kansas City 11, Missouri	Essay Contest	March
National Employ the Physically Handicapped Week, U. S. Department of Labor, Washington 25, D. C.	Essay Contest	February
National Sales Executives, 136 East 57th Street, New York 22, New York	Essay Contest	March
National Tuberculosis Association, 1790 Broadway, New York 19, New York	School Press Project	December
Omega Psi Phi Fraternity, Inc., 107 Rhode Island Avenue, N. W., Washington, D. C.	Essay Contest	November
Propeller Club of the United States, 17 Battery Place, New York, New York	Essay Contest	March

Examinations

American Association for the United Nations, Incorporated, 345 East 46th Street, New York 17, New York	Examination	March
Amer. Ass'n. of Teachers of French, University of Akron, Akron 4, Ohio	French Examination	March
Association for Promotion of Study of Latin, Elizabeth, New Jersey	Latin Examination	March

Forensic Contests

Future Farmers of America, Office of Education, U. S. Department of Health, Education, and Welfare, Washington 25, D. C.	Oratorical Contest, Agricultural Subject	October
Improved Benevolent and Protective Order of Elks of the World, 1915 Fourteenth Street, N. W., Washington, D. C.	Oratorical Contest	April
National Americanism Committee of the American Legion, P.O. Box 1055, Indianapolis, Indiana	Oratorical Contest	April
National Association of Radio and Television Broadcasters; Radio-Electronics-Television Manufacturers Association; and U. S. Junior Chamber of Commerce, 1771 N Street, N. W., Washington 6, D. C.	Voice of Democracy Radio Speech Contest	February
National Forensic League, Ripon, Wisconsin	Forensic Contests Student Congress	June
New Farmers of America, Office of Education, U. S. Department of Health, Education, and Welfare, Washington 25, D. C.	Forensic Contest	October
Supreme Lodge, Knights of Pythias, 2934 Vernon Place, Cincinnati 19, Ohio	Oratorical Contest	August

Home Economics and Industrial Arts

Ford Motor Company, 3000 Schaefer Road, Dearborn, Michigan	Industrial Arts Awards	June
National Red Cherry Institute, 35 East Wacker Drive, Chicago 1, Illinois	Baking Contest	February

Scholarships

American Baptist Convention, 152 Madison Avenue, New York 16, New York		November
American Veterans of World War II, 1710 Rhode Island Ave., N. W., Washington, D. C.	For Children of Deceased or Totally Disabled Veterans	February
Bausch and Lomb Optical Company, 635 St. Paul Street, Rochester 2, New York		March
Consolidated Freightways, Inc., P. O. Box 3618, Portland 8, Oregon	Contest in 11 States	April

Elks National Foundation Trustees, 16 Court Street, Boston 8, Massachusetts	"Most Valuable Student"	March
General Mills, Inc., 400 2nd Ave., South, Minneapolis, Minnesota	"Youth Leadership"	
General Motors Corporation, Detroit, Michigan	Betty Crocker Search	November
Husmann and Roper Freight Lines, 1717 N. Broadway, St. Louis 6, Missouri		January
Latham Foundation for the Promotion of Humane Education, Latham Square Building, Box 1322, Stanford, Calif.	Motor Transportation Program	December
National Merit Scholarships, 1580 Sherman Avenue, Evanston, Illinois	Poster Contest	March
	Qualifying Examinations by Educational Testing Service	October
National Restaurant Association, 8 South Michigan Avenue, Chicago 3, Illinois		February
New England Textile Foundation, 31 Canal Street, Providence 3, Rhode Island		January
Quill and Scroll Society, 111 West Jackson Boulevard, Chicago 4, Illinois	Political Quiz	February
Regular Common Carrier Conference, American Trucking Associations, and All Affiliated State Trucking Associations, 1424 Sixteenth Street, N. W., Washington 6, D. C.	Motor Transportation Program	March
Scholarship Board of the National Association of Secondary-School Principals, 1201 16th St., N.W., Washington 6, D.C.	National Honor Society Aptitude Test	February
Scholastic Roto, 205 East 42nd Street, New York 17, New York	Thomas McAn Success Awards	December
Science Service, 1719 N Street, N. W., Washington 6, D. C.	Science Talent Search	December
The Wool Bureau, 16 West 46th Street, New York 36, New York	Make an All-Wool Garment (In 15 states)	January
<i>Miscellaneous</i>		
Grand Lodge—Benevolent and Protective Order of Elks of the USA, Elks Memorial Bldg., 2750 Lakeview Avenue, Chicago, Illinois	Youth Leadership	February
Daughters of American Revolution, 1776 D St., N.W., Washington 6, D. C.	Good Citizen Award	March
Future Scientists of America, National Science Teachers Association, 1201 16th St., N.W., Washington 6, D. C.	Science or Math Projects	May
Odd Fellows and Rebekahs of America, 2703 East Lake Street, Minneapolis 6, Minnesota	United Nations Pilgrimages, Summer 1956	March
Scholastic Magazine, Inc. 33 West 42nd Street, New York 36, New York	Art, Writing, and Photography	March
Science Clubs of America-Science Service, 1719 N Street, Washington 6, D. C.	National Science Fair	April

D. APPROVED LIST OF NATIONAL ACTIVITIES FOR 1955-56

(NO CONTESTS INCLUDED)

The Committee, in attempting to give professional service to all secondary schools, believes that all school youth should be obligated to attend school regularly as provided by the citizens who support and maintain these schools. It believes that "attending school" is the legal and proper business of school youth; educational trips should be taken during vacation periods. The Committee in setting forth this approved list did not look with favor on any national activities that conflict with the regular school year, except student scholarship winners. It assumes, also, that effective and qualified adult supervision will be provided in the administration of these activities.

Only national activities are included on this approved list where participants are regarded as representing the school or any school organization.

<i>Sponsoring Organization</i>	<i>Main Office</i>	<i>When Held</i>
American Junior Red Cross	Washington 13, D. C.	Late June
Boys' Nation	Indianapolis, Indiana	July
Distributive Education Clubs of America	Washington 6, D. C.	April
Future Business Leaders of America	Washington 6, D.C.	Late June or July
Future Homemakers of America	Washington 25, D. C.	July
Girls' Nation	Indianapolis, Indiana	July
Key Club International	Chicago, Illinois	July
National Association of Student Councils	Washington 6, D. C.	Late June
National 4-H Club Camp	Washington 25, D. C.	Late June
National 4-H Club Congress	Washington 25, D. C.	December
National Scholastic Press Association	Minneapolis 14, Minnesota	July or August
National Thespian Society	Cincinnati 24, Ohio	Late June
New Homemakers of America	Washington 25, D. C.	June

The Book Column

Professional Books

ALMY, MILLIE. *Child Development*. New York 17: Henry Holt and Co. 1955. 508 pp. \$6. The author has based her study on the actual life histories of six representative eighteen-year-olds. Beginning with prenatal influences, he deals with the five stages of the development of each child: infancy, toddlerhood, power testing (three to six years), mastery (six to twelve years), and adolescence. By using actual cases, which emphasize differences as well as similarities, Miss Almy has succeeded in enriching her theoretical discussion with factual, day-to-day development of real children.

BENT, R. K., and KRONENBERG, H. H. *Principles of Secondary Education*. New York 36: McGraw-Hill Book Co. 1955. 556 pp. \$5.50. This revised text provides a complete view of secondary education in the United States. Its aims and purposes, its curriculum and students, its functions and problems are presented in detail for study and reference. It develops the concept of what the secondary school is, what its duty is, how it handles its task, and what its chances for success are. Old and new practices of the secondary school, both in America and Europe, are considered for comparison. Each chapter contains a summary of principles derived from the text. The authors do not pass judgment on the educational practices they describe. They introduce suggestions and ideas in the light of which active teachers and administrators may evaluate and analyze their present practices and ideas about secondary education. Modern points of view, current data and recent trends in secondary education are covered. Against the background of facts presented, the authors strive to answer the broad philosophical questions of the aims and purposes of secondary education. In a clear, well-documented presentation, the text gives the principles of secondary education and illustrates them with facts from the swift current of recent educational history. Particular emphasis is given to the treatment of the secondary-school curriculum as it relates to the needs of the student, the needs of the community, and the aims and purposes of the school. The book also includes graphs and charts, and wherever possible, descriptions, factual material, and statistics of school systems.

BETTELHEIM, BRUNO. *Truants from Life*. Glencoe, Ill.: The Free Press. 1955. 532 pp. \$6. The children whose histories are printed here lived at the Sonia Shankman Orthogenic School of the University of Chicago, which has pioneered in the rehabilitation of severely disturbed youngsters. They have been carefully observed in all their life activities—in class and outdoors, at play and at rest, on trips, in the bathroom and while asleep in bed; and this day in and day out, for several years.

The philosophy and practice of the School were described in the companion book *Love is Not Enough* along more theoretical lines. The theories take on three-dimensional life in these histories, as we see the children live in the therapeutic community and change their ways of life, their personalities, under the impact of experiences there. We see them change from total disorganization to integration, their ways of life transformed from autistic withdrawal or asocial acting-out to responsible citizenship.

The book opens approximately with "*Little Things and Time*," the history of Paul, a victim of "institutionalism." This story of a suicidal and homicidal boy, who had never known family life but was reared by a series of institutional settings, permits, directly and by implication. There is a comparison between what is good and bad in institutional life for children. The lessons to be learned from his development should have far-reaching implications in the reform of children's institutions.

It is followed by "Emotional Death and Rebirth," the history of Mary, a schizophrenic girl, who under the guidance of the School's staff left the lower circles of the nether world of psychosis and reached the twilight of psychological limbo. From it, mainly through her own efforts, she emerged, a truly reborn person, into the world of light and life. The ports of call on her odyssey are illustrated by her own remarkable drawings which accompany the history.

The title of the third history, "Ice Cream Is Better Than God," epitomizes the total oral fixation of John, who suffered from anorexia as part of his unwillingness to live or to leave the earliest stage of mental development. The depth of his autistic withdrawal was linked up to his earliest life experiences. His slow steps in growth shed new light on the nature of child development and of autistic phantasies.

Part of the last story, "Harry, A Delinquent Boy," has been published before and highly acclaimed as a classic illustration of the rehabilitation of an asocial child. Even in short and incomplete form, it has been widely used for college teaching. Those who enjoyed it in its rudimentary form will be glad to have now a complete account of Harry's rehabilitation.

As "Love Is Not Enough" offered much to the specialist in child therapy and education, to all persons interested in child care, and last but not least to parents, so this volume will open new perspectives on children to those who are truly interested in them. The applications to normal children of the lessons learned from these histories are quite obvious, and, if they are learned by all those concerned with better child care, all children will benefit from them.

BRANDWEIN, P. F. *The Gifted Student as Future Scientist*. New York 17: Harcourt, Brace and Co. 1955. 125 pp. \$2. The purpose of this book so states the author is sixfold: *first*, formulation of a conceptual scheme, or large working hypothesis, which may be useful in determining the nature of the giftedness or high ability of science; *second*, the description in detail of one type of program which has been somewhat successful in stimulating the development of youngsters of high ability in science; *third*, a description of available tests and tests now being developed, which seem to have promised in identifying these youngsters; *fourth*, an attempt to describe their behavior at work; *fifth*, an attempt to describe the kind of teacher who seems to be successful in working with them; *sixth*, the presentation of some proposals that are concerned with certain specific problems on the local level and with suggestions for action on the local, state, and national levels.

BRECKENRIDGE, M. E., and VINCENT, E. L. *Child Development: Physical and Psychologic Growth Through the School Years*. Philadelphia 5: W. B. Saunders Co. 1955. 507 pp. \$5. This book is designed for professional students in psychology, teacher training, home economics, medicine, nursing, and social work as well as for parents. While it deals largely with those of school age, sketches of growth stages which precede this age is also included. The author brings together some of the current findings and viewpoints in the rapidly advancing research field of child development. Some controversial material is quoted with a view to helping students overcome a habit of reading a single article and accepting it as final. Each of the chapters into which the book is divided contains a section on "Experiences To

Vitalize Classwork" as suggested ways in which to gain an enriched understanding of children. Also included are lists of films which the authors have found to be useful in the area being discussed.

BRECKENRIDGE, W. K. *Hints for Piano Normal Studies*. New York 1: Vantage Press. 1955. 185 pp. \$3.50. After a long career as a music teacher, the author has recorded the chief problems that bother teachers and pupils alike, and has indicated ways in which to solve them. The variety of subject matter he touches upon includes not only technical difficulties that beset pupils in the beginners' class but stage deportment for the graduate student about to give his first concert. He especially emphasizes the value of exact knowledge of musical terms that are derived from other languages.

One of the features of the book is a long series of lists of piano compositions chosen to meet the needs of teachers, and also of pupils in every grade. The pieces range from exercises to concert numbers and are grouped under various headings to make them easy to find. The author has appended his own comments on the usefulness to students of many of the pieces.

BUTTS, R. F. *A Cultural History of Western Education*. New York 36: McGraw-Hill Book Co. 1955. 659 pp. \$6.50. This new revision of each period of history is taken in turn and analyzed in four broad aspects: (1) a survey of the political, economic, social, and religious institutions of the period which imparted a distinctive character to educational institutions that carried over into our time; (2) an examination of the manner in which educational institutions were organized, controlled, and supported with particular attention to the conflicts of interest such as that between church and state and public and private control of education; (3) an analysis of the climates of thought, belief, and values that had significant influence upon the aims, content, and methods of our educational institutions; and (4) a study of the educational program on the different levels of elementary, secondary, and higher education that was molded by these intellectual and social developments. Each chapter gives a picture of the period in question, at the same time pointing out the elements which have meaning for our time and indicating how we may profit now by understanding our traditions and the forces that shaped them.

CATTELL, ANN. *Sixty Miles North*. New York 36: Comet Press Books. 1953. 178 pp. \$3. When Ann Cattell decided to go back to teaching (to do her bit in wartime when teachers were so scarce) she had no idea what she was getting into on being assigned to the Korvak County High School in California. The very first time she walked up the school steps, she was hailed by a loud, rude "Hey you!" After the shouts had been repeated a few times, she finally realized that *she* was being addressed—this was her first encounter with one of her future students. Recovering from this initial shock, she courageously plunged into a unique teaching and living experience. The account of this experience makes a highly readable, amusing, and thought-provoking book.

Korvak County, California, is farmland. The young people in this region work alongside their parents in the fields and on the farms and ranches. School is their only escape from the strenuous realities on their lives; they consider school as one of their few sources of fun—and consequently, a big joke! A more undisciplined tough-minded, and tough-spoken bunch of youngsters would be hard to find.

To say that these high-school students were backward is the merest understatement—an average grammar school child would be ashamed if he could not make a better showing. The author's "problems" find difficulty in reading two-syllable words, not to speak of their mistreatment of the written language and their imagina-

tive recreation of facts into fantasy. The point is that these youngsters are not simply badly educated; they suffer from a fundamentally wrong attitude toward education, and this attitude is tacitly supported by their parents and the community in general, partly because of the force of economic circumstances. "Aw, dis stuff aint gonna do us no good when we get out!" expresses their point of view and is the cause of the teacher's despair.

Not only Korkvack County but many school communities throughout the country lean toward this point of view. Miss Cattell's experience, therefore, becomes an object lesson to all who are seriously concerned about education while her wry humor is a constant source of enjoyment to the reader. It is no wonder the author eventually gained the respect and affection of her difficult students.

CAUDILL, W. W. *Toward Better School Design*. New York 18: F. W. Dodge Corp., 119 W. 40th St. 1954. 285 pp. \$12.75. Here is a valuable book by one of America's top authorities on school planning and design which sums up years of research and study in this important field. Essentially, this new book is a common-sense approach to planning and designing school buildings of all types, elementary through college. The main text by the author militantly pursues the thesis that each school building is at its best a working solution to the specific problems which caused it to be built. Although school architectural styles may change, this approach—making school planning a problem-solving process—should remain the same, growing sounder with time and flourishing best when imitated most.

This vital work analyzes these problems thoroughly, penetrates the maze of superficiality involved in school planning, gets to the heart of the matter in a lucid, thought-provoking text. In addition to his own creative thinking, the author has drawn from the ideas and works of scores of leading architects and educators. Incorporated with this text are 91 complete case studies, ranging from the design of an easel to the planning of an entire school system, where adherence to the principle of solving the specific problems involved has resulted in better schools which give the taxpayer the most for his money.

COHEN, A. K. *Delinquent Boys*. Glencoe, Ill.: The Free Press. 1955. 206 pp. \$3.50. The central idea of this book is that the widespread "crisis" of juvenile delinquency can only be grappled with if one first understands delinquency as a persistent subculture that is traditional in certain neighborhoods of our cities. Much has been written—and added to every day in the newspapers—why juveniles join gangs. This book, on the other hand, takes up the little-explored problem of accounting for the delinquent subculture: why it is "there" to be joined, why it is located where it is, and why it has a peculiar content.

Before attempting to account for these facts, a general theory of subculture is set forth. When people who share similar problems are free to associate with one another, they usually draw together into communities. Within such groups solutions are collectively obtained, and social support is provided to each member by every other member. These collective solutions are subcultures.

Turning to the delinquent subculture, the author discusses its chief qualities, such as malice and negativism and its tendency to concentrate in the male, working-class sector of our juvenile population. These are the things for which any explanation of the delinquent subculture must account.

COREY, F. L. *Values of Future Teachers*. New York: Bureau of Publications, Teachers College, Columbia Univ. 1955. 158 pp. \$3.50. This is a study of the attitudes of future teachers toward contemporary issues. It indicates how a particular group of future teachers feel about their own attitudes and values. It shows an

intense desire on their part to discuss and consider basic values. Subjects or topics examined and discussed in the book are: Nature of Values and Method of Study, Worth of the Individual, The Basic Freedoms, Productivity, Integrity, Responsibility for the Welfare of Mankind, Faith in God and Man, Marriage and Sex, Democratic Methods, Importance of Inner Resources, Intelligence and Freedom To Think, The Value Structure and Implications for Education. It also contains a comprehensive bibliography.

DeYOUNG, C. A. *Introduction to American Public Education*. New York 36: McGraw-Hill Book Co. 1955. 620 pp. \$5.50. This revised text is an introduction to American public education, interpreted as including schools, colleges, universities, and all other forms of education conducted for the public and supported in whole or in part by the public. It will serve as a handy reference for teachers, principals, supervisors, superintendents, and laymen, but is intended primarily for education courses for prospective teachers.

It is organized on the basis of teaching-learning units and offers a general descriptive overview of the field, including sections on orientation to the teaching profession and on interpretation of educational problems, issues, and trends. The five major accents are: organization and administration, levels of education, personnel, provisions for educational materials and environment, and issues and trends in American public education. Each unit contains suggested activities in order that the course may function in the lives of the prospective teachers now and later. They also serve as a tool for correlating and organizing materials included in this volume.

General contents have been brought up to date to reflect recent changes and developments. More material has been added on private and parochial schools and colleges. Bibliographies and audio-visual aids are considerably modified to include many books published since 1950 and to incorporate the motion pictures and filmstrips tailor made for this text. The historical calendars are brought up to 1955. Material on the Supreme Court decision on segregation is included, as are the new developments in curriculum, and buildings.

To accent the changing role of education, recent material has been added to the body of the book, such as excerpts from the speeches and writings of President Eisenhower, U.S. Commissioner Brownell, and others. The new organization of the Office of Education in the U. S. Department of Health, Education, and Welfare is discussed as it affects the status of the national system of education.

DOLCH, E. W. *Methods in Reading*. Champaign, Ill.: Garrard Press. 1955. 385 pp. \$3.50. The book is divided in eleven major parts: General Principles, Purpose in Reading, Basal Reading Skills, Methods in Reading, Grouping, Vocabulary of Reading Materials, Study of Vocabulary, Testing Reading, Administration, High School, Miscellaneous Problems. There is always great interest in the methods used in the teaching of reading, but these methods cannot be understood apart from the principles that underlie them. So both principles and methods must be studied together. Therefore, this combination will be found throughout this book.

Each of the articles contained in this book presents one fundamental point of interest. This is dealt with fully, as directly, and as forcefully as possibly. But the author hopes that the reader will consider all of the articles in relation to one another. For instance, the vocabulary of reading materials is treated by itself, but the principles and methods suggested in the articles on vocabulary underlie all the other articles on classroom methods, school organization, and so on. No one topic can really be thought of by itself, even though the presentation may seem to do so.

FINE, BENJAMIN. *1,000,000 Delinquents*. Cleveland 2: World Publishing Co. 1955. 379 pp. \$4. This startling estimate, made by Attorney General Herbert Brownell, Jr., in July, 1953, is even more serious when we consider that for every person picked up by the police, three, four, and sometimes five are not apprehended. Between 1948 and 1954, the juvenile delinquency rate in the United States jumped about 50 per cent. Of the arrests made in New York City last year for crimes of violence, 58 per cent were of people 25 years old or younger. The courts serving communities of less than 100,000 persons show a case increase of more than 40 per cent. These are some of the figures which show not only the increase in juvenile delinquency, but also its spread into rural areas where the incidence was formerly low.

What is the story behind the figures and the headlines: Benjamin Fine, Education Editor of *The New York Times*, has done a careful job of gathering firsthand information. He has interviewed hundreds of delinquent children, scores of judges, school officials, educators, psychiatrists, social case workers, and prominent authorities. He visited state training schools and other institutions. He sat as a "judge" in New York City's Children's Court for a day and had conducted a survey in about thirty cities to find out how police bureaus operate.

He has done a masterful job of writing about what he has seen and heard and read. Here is a complete picture of the problem of juvenile delinquency as told by the children themselves, by the authorities in the field, and by one of the nation's crack reporters. This is more than a report—it is a constructive book. It points up the many causes for delinquency, and it indicates the way to a sympathetic and sane solution that will enable these troubled children live happily in society.

The Ford Foundation Report, 1954. New York 22: The Foundation 477 Madison Ave. 1955. 126 pp. This is the annual report but since the 1953 report was issued, the Foundation has changed the ending of its fiscal year from December to September; therefore, this report covers only nine months, ending September 30, 1954. The report includes: the president's review; financial statements; a list of the 188 foreign fellowships granted; the 23 fellowships granted for graduate study in the behavioral sciences; and articles on "The Advancement of Education," "Education for Democracy," "Increasing Knowledge of Foreign Areas," "Economic Development and Administration," "The Behavioral Sciences," and "Overseas Development."

GARRISON, N. L. *The Improvement of Teaching*. New York 19: The Dryden Press. 1955. 471 pp. \$4.50. This book is divided into four major sections. Part I presents the goal of pupil personality development in a democracy and describes the functioning of the two-fold method to meet the responsibilities of teachers in our modern schools. In Part II the elements of the two-fold or comprehensive method are described. In Part III, the planning and the adaptive use of this method in daily teaching are developed. Part IV deals with the problems of the beginning teacher in adjusting to the demands of the school. Each of the four parts is preceded by an overview that summarizes the chapters that follow the terms of their contribution to the development of the two-fold methodology.

GAUMNITZ, W. H., and et al. *Junior High School Facts—A Graphic Analysis*. Wash. 25, D. C.: Supt. of Doc. 1955. 79 pp. 50c. This report covers beginnings, pioneers, purposes, and trends; its status by states; attendance, retention, and employment facts relating to junior high-school youth; services and programs; characteristics and problems of junior high-school youth; and a selected bibliography of fifty-six references.

HAGMAN, H. L., and SCHWARTZ, ALFRED. *Administration in Profile for School Executives*. New York 16: Harper and Brothers. 1955. 331 pp. \$3.50. This

book provides a co-ordinated and integrated approach to the understanding and improvement of administrative processes in public schools. This approach is made through examination of the fundamental factors of all administration and of the essential administrative functions which run through all the tasks and areas of activity of modern administration. While these factors and functions are discussed from the point of view of the school executive, they are seen in the light of contributions from other fields—business and industry, public administration, sociology, social psychology, and psychology—as well as the field of education. Each chapter is introduced by provocative questions for thought and discussion. A lengthy list of good readings closes each chapter. The book has been planned as a textbook for graduate classes in school administration. Earlier experience in general courses in school administration or experience in administrative positions in the public schools will be helpful to the student. The practicing school administrator should find the detailed treatment of administrative processes exceptionally helpful as problems arise in his day-to-day work.

HAMMOCK, R. C.; and OWINGS, R. S. *Supervising Instruction in Secondary Schools*. New York 36: McGraw-Hill Book Co. 1955. 332 pp. \$4.75. Here is a helpful and dependable text filled with good sense and concerned with improving instruction on all levels. Without being encyclopedic, it covers the entire field, presenting the principles and techniques of educational supervision in their cause-consequence relationships. The quality of instruction rests on a complex of factors, the curriculum, the faculty, the teaching methods used, and the interaction of the individuals and groups involved. The problem, therefore, is seen as involving not only the specific duties of so-called "supervisors," but is directly connected with all those concerned with the process of secondary-school education. The authors do not merely philosophize about what ought to be; they develop principles and concepts and then, as an integral part of these principles and concepts, they indicate methods and techniques for instrumenting them. For example, writers on school supervision usually refer favorably to the establishment of a professional library but give no hint as to the creation, maintenance, and financing of such a library. This book devotes an entire chapter to this matter. The problems of financing the instruction improvement program are also discussed in detail, and methods used in various actual schools are cited. In another chapter the authors analyze methods for improving leadership and communication among the school faculty, a topic they believe closely related to the improvement of instruction. The final chapter is on the supervisor himself. Here the basis for a program of education for the supervisor is given, described in terms of the competence which such a program should seek to develop.

HERRICK, V. E., and JACOBS, L. B. *Children and the Language Arts*. New York 11: Prentice-Hall. 1955. 538 pp. \$5.50. This book presents the viewpoint that the language arts function more effectively in the lives of elementary-school children if their language activities are guided by significant purposes, if the activities deal with content of some consequence and utilize appropriate language and social conventions. This viewpoint also emphasizes the idea that the child's skills and abilities in reading, writing, speaking, and listening develop best in a context in which inter-relationships in the language arts are well understood and in which teaching practices foster meaningful, lifelike language activities. Continuous attention must be given to total language development if the child is to be able to integrate his various language learnings into an effectual way of behaving linguistically.

The book is divided, for the convenience of the reader, into three units. The first unit is concerned with the broad setting in which the teaching of the language

arts finds its bearings. The second unit gives direct attention to suggestions for the improvement of teaching practices. The third unit deals with the ever-present and difficult problem of the organization of the language arts program within the school curriculum.

HILDRETH, GERTRUDE. *Teaching Spelling*. New York 17: Henry Holt and Co. 1955. 352 pp. \$3.95. Methods of teaching spelling have undergone transformation since the days when our grandparents "spelled down" in the frontier school house, and even since the days when children wrote each word ten times (or more if they made errors) in their copy books. Today, spelling is recognized as a vital tool for writing, an integral phase of the language arts program rather than an isolated school subject. The language work, in turn, not only serves but also grows out of the life of the school in all its aspects. This trend in teaching spelling reflects the all-over trend in curriculum making toward the integration and unification of basic skills with the purposes they serve in school and out. As a result there is a transition from meaningless rote learning, drilled competence in memorized recitation, to learning with understanding even from the first lessons.

Following an introductory chapter and a summary of changing trends in spelling instruction, this book presents a brief survey of the psychology of the learning process in spelling and word usage. This discussion of learning principles will give teachers more background for understanding the spelling process and other skills as well.

The later chapters deal with instructional techniques on three levels, first, the readiness and early primary period; next, the intermediate and upper elementary-grade period; and, finally, the high-school and college years and beyond. Throughout these chapters, the discussion relates to teaching spelling as a tool for writing, simplification of word lists, planning the spelling program, effective methods of word study, the use of spelling exercises and drill devices, the appraisal of outcomes from instruction, meeting the practical problems of individualizing instruction. Suggestions are given for working with slow learners whose achievement is far out of line with age-grade expectancy.

A summary is given of basic vocabulary studies and research relating to word usage as a foundation for vocabulary construction in spelling. Recent research as well as the classical studies of the past 50 years are cited wherever they are applicable. References to these studies will be found at the close of each chapter. The book has been prepared as a professional text for methods courses in teacher-training institutions; it should also be useful to experienced teachers who are seeking additional suggestions for teaching spelling in the language-arts program or wish to keep informed about changing methods.

HOUSEWRIGHT, W. L. *Music for Florida Children*. Tallahassee: Florida State Dept. of Educ. 1954. 135 pp (8½ x 11). This is a guide to elementary-school music produced by the co-operative efforts of teachers, students, and administrators. The charts outline the purposes of music education, the basic constituents of a good music program, and the relationships and responsibilities of those who participate. It defines the extra-human resources and aids which are needed to implement the program. It is composed of four chapters: What constitutes the music education program? Who is responsible for the program? What are the purposes of music education? What resources and aids are needed? Also included as the appendices are specification and care of equipment, graded series of general music textbooks, instrumental materials, community song books, books for children, administration and supervision chart, professional books, periodicals, bibliography of recordings,

a classified list of RCA basic record library for the school, and recordings to accompany *Music for Young Listeners*.

INGRAM, M. F. *Toward An Education*. New York: Comet Press Books, 11 West 42nd Street. 1955. 451 pp. \$3.50. Nostalgic and full of the sweetness of remembering things past, this autobiography of an American school teacher offers inspiration and courage to continue to fight to win. The obstacles placed in the path of a young girl attending school at the turn of the century were tremendous, but the desire to secure an education was stronger than any obstacles, and *Jennie* finally achieved her goal. Here is a book that describes the great strides which have been made in educational techniques during the past fifty years. The author presents a graphic picture of each of the educational institutions to which she was exposed, and by doing so, takes her readers on a "Cook's tour," as it were, of the Land of Knowledge.

More than the study of one woman's quest for learning, the book is also an exposition of the character development which went hand in hand with the "book learning." *Jennie's* determination to become a teacher—and a good one, at that—was the driving force in her life, and she put aside her thoughts of personal happiness in its favor. We cannot help but admire her drive and her insistence upon the perfection of the techniques of her profession.

In this book readers will be introduced to a character who will not soon be forgotten. *Jennie* stands as a living monument to the inherent need for adequate public means for educating our citizenry. The author's life proves the theory that education today insures a safer, happier tomorrow.

International Yearbook of Education, 1954. New York 27: Columbia Univ. Press, 2960 Broadway. 1955. 409 pp. \$3. (paper cover.) This is the sixteenth Yearbook in which 63 countries are included. It contains detailed reports on educational progress in these countries in 1953-54, followed by a list of the leading officials in their Ministries of Education and preceded by a survey serving as a summary and index.

Some of the general trends noted in this survey are: (1) There were opposing trends towards centralization and decentralization in the field of school administration. (2) Educational expenditures increased, in all the countries. (3) School building needs absorbed a considerable part of educational expenditures, but were nowhere fully met. (4) Enrollments rose at all levels of education. (5) Primary curriculums and syllabuses were revised in roughly a third of the countries from which reports have been received. (6) Secondary curricula and syllabuses were revised in no less than a half (as compared with a quarter in the preceding year) of the countries from which reports have been received. (7) Vocational curriculums and syllabuses, especially those relating to commercial courses, also came up for revision in the light of modern requirements. (8) Teachers continued to be in active demand, owing to increasing enrolments and the persistence of other critical factors. (9) Improvement was sought in primary teaching in a half of the countries from which reports have been received, in secondary teacher training in no less than a quarter, and in vocational teacher training in a seventh. (10) Modifications of teachers' salary scales and allowances were made in just over a third of the countries from which reports have been received.

KEMPFER, HOMER. *Adult Education*. New York 36: McGraw-Hill Book Co. 1955. 443 pp. \$5.50. This is a text and practical guide for directors of adult education in public schools and other community agencies, and for graduate students of education. It summarizes the author's wide experience in helping others build programs of adult education, and to show program directors how to do their jobs

better. It treats the problems a practical adult educator faces and focuses the findings of research on their solution. The book stresses the changing nature of adult education and its potential impact on the total educational pattern. It relates adult education to out accelerating science and technology and shows why lifelong learning will and must become a much more important instrument of democracy in the future than it has been in the past.

Major organized approaches to each area are discussed in detail: fundamental education, family-life and parent education, education for leisure, guidance, public affairs education, education of the foreign born, intercultural education, education for production and service, education for consumption. Several new topics are treated for the first time in a book of this kind. Methods of self-evaluation are suggested for most problem areas. While written specifically from the public school point of view, this book shows a relationship between adult programs of all other community agencies and points the way to a community-wide program of adult education.

KOOS, L. V. *Junior High School Trends*. New York 16: Harper and Brothers. 1955. 183 pp. \$2.50. A noted educational authority provides in this volume a broad but compact survey of the junior high-school movement in America. As the title implies, emphasis is on recent trends in this field, but the author also describes the growth of and changes in the junior high school since the earliest units were established a half century ago. He is concerned not only with separate junior high-school units but equally with the corresponding years in other grade groupings. The major phases of junior high-school organization discussed are grade grouping, curriculum, departmentalization, extracurricular activities, guidance, and the program of differentiation. The closing chapter discusses prospects for further extension of the junior high-school movement.

An important and useful feature of this book is its full classified and annotated bibliography, which includes all recent significant research studies and other works dealing with the subject. This feature, together with its systematic discussion of all main aspects of the junior high school, recommends the volume as a text for college courses in this field. School administrators in general will find it an important contribution, and junior high-school principals in particular will find it invaluable.

LANDIS, P. H. *Understanding Teen-Agers*. New York 1: Appleton-Century-Crofts. 1955. 256 pp. \$3. Helping young people develop out of childhood into capable, happy adulthood requires, as the title of this book suggests, understanding of teen-agers. The years of adolescence are the most critical in the life cycle. At this period in the rearing of the child, it is more important than ever for the adult to meet the challenge of his responsibilities by knowing not only how to help, but also *how not to hinder*.

It has been the author's unique experience to read and study the autobiographies of more than a thousand college students who at the close of their teen years wrote of the experiences that has most to do with the shaping of their personalities. In preparing this new book, he has leaned heavily on this valuable material, as well as on the knowledge and experience gained through years of personal research into the problems of teenagers.

Quoting generously from the teen-age autobiographies, the author discusses the teenager in the family; physical growth and moral problems, guiding teenagers in the dating years; religion and moral maturity; guiding toward marital maturity; growing up in money matters, and many more subjects of crucial importance to

parents, teachers, and others concerned with aiding young people in facing the complexities of the world around them.

LANE, HOWARD, and BEAUCHAMP, MARY. *Human Relations in Teaching*. New York 11: Prentice-Hall. 1955. 367 pp. \$3.96. The fundamental of American education has always been the pressing new needs of the people. The over-whelming, urgent need of today is to learn the ways of co-operation. *How* we teach matters quite as much as *what* we teach. Adults must thoughtfully contemplate their proper roles in the lives of children. The world has not yet learned how to select and employ leaders. The authors point out that children can be so treated that they see and accept the many roles they play in association with other people as members of effective, productive groups. The book is divided into three major selections: What does it mean to be human? What does it mean to live in the mid-twentieth century? and What are the dynamics of learning to live together?

LOGAN, F. M. *Growth of Art in American Schools*. New York 16: Harper and Brothers. 1955. 326 pp. \$3.50. The growing recognition of the importance of the fine arts in contemporary living is reflected, at least in America, in steadily increasing attention being given to the arts in teacher-training programs. The present volume makes an important contribution in this field. Unlike most books on art education, which deal mainly with philosophies, objectives, and methods currently considered most valuable, this book presents a broad survey of the important ideas, man, and movements which have contributed to present-day art education in America, together with an evaluation of current trends and reflections on the future. The author discusses curricular developments in public schools, art academies, colleges, and universities. Perhaps the major contribution of the book is the author's development of the thesis that the growth of the arts and art education are inseparable.

McKIM, M. G. *Guiding Growth in Reading in the Modern Elementary School*. New York 11: Macmillan Co. 1955. 548 pp. \$2.25. This book is for classroom teachers. It is not meant to add one volume more to the many now available which provide such excellent insights into the wealth of research in the field of reading and its bearing on the reading program in the modern school. Rather, it tries to answer the classroom teacher's frequent question, "Yes, but just how do I go about it with my children?"

Answers to questions of how to teach, while grounded in sound psychological principles and thoughtful consideration of existing research, reside, in their details, in the classrooms of creative teachers. The writer has tried to record and to interpret what she has been taught about the teaching of reading by the teachers and children with whom she has been privileged to work.

The focus of this volume is on the modern elementary-school classroom with its unit activities, its emphasis on pupil-teacher planning, and its concern for the maximum growth of each individual toward effective citizenship in the world of which he is a part. Most of the suggestions are not, however—the writer firmly believes—beyond the realm of possibility for the teacher who is working in a situation where resources are somewhat more limited or possibilities for grouping, scheduling, and program planning are not as flexible as those in some of the situations that have been used for illustrative purposes.

The discussion of teaching problems has been centered around three general stages of growth in learning to read: the prereading and beginning—reading period; the growth of primary children toward independent reading skills; and the development of the more mature techniques of the intermediate grades. A fourth section adds suggestions for appraising progress and for planning remedial help. Within

this general framework, there has been no attempt to suggest a program grade by grade. Children will differ in their reading skills from that beginning September day when they walk into the kindergarten or first grade. Every teacher faces the problem of adjusting materials and methods to a wide range of abilities. Within the growth stages that have been indicated, an effort has been made to show how reading skill develops and to indicate how activities may be varied to meet differing needs. Primary teachers may find some of the suggestions for work with older children appropriate to their purposes, while teachers of intermediate grades may find themselves using the simpler approaches more typical of work with younger children.

Teachers will need to skim to use this book effectively. It is not short, because the details of classrooms in action take time to spell out. It is repetitive in parts. Teaching reading is complex, and a single activity rarely contributes to one skill alone. Whenever possible, cross references to related sections are given, but an area of emphasis, a teaching technique, or a general principle is mentioned again when it seems that the full story cannot be told without it. Sections within chapters are organized around what seem to be major teaching problems. Section and paragraph headings, and in some cases side headings, have been used in an effort to provide help in the easy location of specific areas of interest.

This book is intentionally rich in the variety of detailed suggestions. It is the hope of the author that it will indicate goals which will challenge the experienced teacher as well as provide practical ideas for the novice. Beginning teachers should not expect to achieve immediately in their classrooms the complex organization of some of the situations that are described, and if the book truly serves its purpose, experienced teachers should find more specific suggestions than they would use with any one class.

Although teaching suggestions have been given in detail, prescriptions have been avoided. Every classroom is different and the test of a procedure is its effectiveness in meeting the needs of a particular group of children. A conscientious effort has been made to identify underlying principles which the teacher can use as guides in making the adjustments appropriate to her situation. It is the writer's conviction that the ultimate success of a reading program depends upon the insights, sensitivity, and good judgment of the individual classroom teacher.

MILLER, M. J., editor. *English Catholic Secondary School*. Washington 17, D. C.: The Catholic Univ. of America Press, 620 Michigan Avenue, N. E. 1955. 250 pp. \$2.50. This is the proceedings of the workshop on English in the Catholic Secondary School conducted at Catholic University of America, Washington, D. C., June 11-12, 1954. Topics discussed were: the place of composition and literature in education; meeting individual differences; what the college may expect; English and the apostolate; the teacher, the taught, and the material; importance of method; the teaching of composition; oral English; the professional role of the National Council of Teachers of English; and writing for tomorrow. Summaries of seminars include: skill in writing, promoting growth in reading, the speech program, reading for appreciation, high-school publications, and composition and literature.

Music Buildings, Rooms, and Equipment. Chicago 4: Music Educators National Conference, 64 East Jackson Boulevard. 1955. 96 pp. (8½ x 11½), 113 illustrations, looseleaf binding. \$4.50. The book provides for revisions or additions which are anticipated from time to time. These may include complete sections prepared to replace sections which become obsolete. Also, there may be added from other sources clippings or materials which are pertinent to the planning and maintenance of school and college music facilities.

The 1955 Teacher Supply and Demand Report. Washington 6, D. C.: NEA Research Division for the National Commission on Teacher Education and Professional Standards. 1955. 24 pp. 50c. A big headache facing educators today is the problem of luring into the classrooms a sufficient number of the newly graduated teacher candidates who will come from the nation's colleges in June. This 1955 *Teacher Supply and Demand Report*, released by the National Education Association, highlights the fact that the teacher shortage is still desperate even though 86,696 qualified candidates were in the "supply" column last summer. The report shows that unless school officials and other citizens step up their efforts to attract these new teachers, the "demand" side of the ledger will continue to be off balance.

Of the 35,278 graduates who will be available for the elementary schools, the report estimates that only 27,800 will actually be on the job this fall. As approximately 60,000 teachers leave the profession each year, the elementary school will need almost twice the number of the new candidates for replacement purposes alone. The report shows that many more will be required to meet demands of growing enrollments, to reduce oversize classes, and to replace persons now holding teaching positions who do not meet minimum standards for certification.

The study indicates that high schools may get a little over half of the 51,418 eligible candidates who have prepared to teach at this level but to meet the demands, all of them should be ready for the classroom in September. High-school officials, aware of the "impending tide" of students expected to descend upon them as the increase in birth rate affects the secondary level, are faced "with disaster if the teacher supply trend is not sharply and decisively reversed," the report states.

In a follow-up study in 31 states of what happened vocationally in 1954 to teacher candidates, the report shows that only 65.8 per cent of them actually went into teaching. While this is a slight increase over the 64 per cent who became teachers in 1953, the survey points out that the gap between teachers needed and teachers available remains critical.

Opinions of the Committee on Professional Ethics. Washington 6, D. C.: National Education Association. 1955. 72 pp. 25c. A compilation of the 32 opinions construing the provisions of the Code of Ethics of the Association. It also contains an annotation of the Code together with a reprint of an article in the January, 1955, issue of the *Annals of the American Academy of Political and Social Science* which sets forth the background, purposes, and activities of the Ethics Committee.

PATTERSON, S. W. *Hunter College Eighty-Five Years of Service.* New York 10: Lantern Press. 1955. 283 pp. \$3.50. Here is the story of Hunter College, one of the world's greatest cultural and educational institutions. Founded in 1869 by resolution of New York City Board of Education, Hunter College has paralleled the emancipation of women and set the pace for the advancement of feminine education. This story of the growth of Hunter College, the formidable opposition that it encountered, the difficulties that were overcome and its rise to a foremost seat of learning will be of paramount interest to everyone interested in education, every alumnae, every present and prospective student and faculty member, every college librarian and president.

PEARMAN, J. R., and BURROWS, A. H. *Social Services in the School.* Washington 8: Public Affairs Press. 1955. 232 pp. \$3.75. The writers of this book have rendered an important service in exploring and delineating the role of the social worker and the nature of social services in the school. Their thorough examination of the problems confronting us in this area and their wise recommendations give new hope for the future. Their book can be read with profit not only by social workers but by all those concerned in any way with the educational process. Theirs

is a substantial contribution to our continuing efforts to make the American Dream come true.

PIERCE, T. M.; MERRILL, E. C., JR.; WILSON, CRAIG; and KIM-BROUGH, R. B. *Community Leadership for Public Education*. New York 11: Prentice-Hall. 1955. 320 pp. \$4.50. Public education is now widely assigned a function of community improvement. How well schools can achieve this lofty aim remains to be demonstrated. It is certain that such schools must be more closely attuned to the lives of the people they serve. A different kind of working relationship between school people and lay citizens is necessary before a school program is possible which is reflected in a role so intimate to community living.

The authors through these pages seek to help individuals understand better the nature of their communities, the individuals and groups who compose them, and the manner in which decisions are made. It is hoped that thought will be stimulated on the proper functions of leadership in the local community and on developing better understanding of its appropriate methods and techniques. The major thesis is that the welfare of communities and individuals is one and the same and that the role of the community can be enhanced magnificently through co-operative action for self-improvement which in turn provides a setting for the highest level of achievement for individuals.

This book is a product of the Southern States Cooperative Program in Educational Administration, a common enterprise of local school administrators, professors of educational administration, members of state departments of education, and other interested persons dedicated to the development and continuous improvement of educational leadership.

RUGG, HAROLD, and WITHERS, WILLIAM. *Social Foundations of Education*. New York 11: Prentice-Hall. 1955. 783 pp. \$5.40. This book is, as its title indicates, an introduction to the foundational study of education and civilization. It brings together in one volume a broad range of materials, some of which are new to the teacher-education curriculum. Others have long been incorporated in it but have been scattered in such separated areas as educational sociology, education economics, comparative education, history of education, philosophy of education, and social psychology of education. Although this conventional pattern of strict departmentalization made possible the thorough study of definite subject-matter fields, it carried with it the great disadvantage of narrow and premature specialization. Most students failed to understand or come to grips with the characteristics, conditions, problems, and historical trends of the *whole* civilization.

A generation or more ago, such over-all understanding was not a matter of urgent concern. But today, because of the tenuous nature of our civilization and the novel world conditions that our people have suddenly been called upon to meet, it has become a first imperative of education. The consequent problems of social control are rightly becoming the chief concern of our times. On the home front, there is the problem of control in a freer and more individualistic world, which, if it is to guarantee peace and plenty, will require a large amount of social co-operation, co-ordination, and control. On the world front, the problem of control has taken the form of a struggle between the totalitarian East and the democratic West. Drastic alternatives are posed: dictatorial control imposed on men by a master class in the totalitarian state *versus* democratic control imposed by free men upon themselves. It is becoming increasingly clear that democratic America and its educational system must take the leadership of the free nations in solving these problems of economic and political control. This book, assembles in one volume the textual

material needed in the study of these problems. It is the product of the authors' participation, over a period of 30 years, in the liberal arts and in the teachers' colleges.

According to various estimates, not less than 500 colleges and universities have already committed themselves to some form of General Education as the characteristic core content of the first two years. According to this plan, four general "broad-fields" courses, almost universally required of all students, replace the dozen or more separate subjects offered in the traditional liberal arts program: a General Social Science—the study of contemporary civilization and its historical development; a General Biological (or Natural) Science—the study of man, his behavior, and his development; a General Physical Science; and a General Arts, or Humanities. In the teachers' colleges, this General Educational movement is reflected in the widespread tendency to parallel the courses in General Social Science with integrative courses in "the Social Foundations." Although the detailed content of these courses varies from college to college, the general education core is coming to be regarded as a composite of the common knowledge and orientation that is a prerequisite to the understanding of a democratic society.

Part I is an introduction to contemporary civilization and public education and to the role of the teacher in mid-century America. In Parts II, III, and IV, a careful study is made of the major political, economic, social, and psychological problems of our society, and of their historical background. Part V presents a new integrative history of the cultural revolution that produced the modern science and art of man since A. D. 1500; the great shift in thought and feeling that built our modern industrial-democratic culture and brought the current problems into being. In Part VI, we make a deeper theoretical exploration of the nature of modern civilization, including theories of culture and social change. Part VII applies these contemporaneous and historical materials directly to the improvement of American schools, presenting a cultural approach to education and a new comprehensive theory and plan for developing curriculum and teaching. This brief outline illustrates how the authors have organized the contents in large units, which will permit the flexible interchange of blocks of subject matter to fit the needs of a particular college course.

SLADE, PETER. *Child Drama*. New York 16: Philosophical Library, Inc. 1955. 379 pp. \$10. This pioneer work presents the whole case for the existence of a Child Drama, an art form in its own right and a parallel to the conception of child art put forward by Professor Cizek. It is a book for every teacher, parent, and drama enthusiast to read with care; a contribution to our knowledge of child education and behavior. The book is in three parts: Part I "Observation," surveys each phase of babyhood and childhood and describes an important new way of assessing child play. Part II, "The Teacher," includes a remarkable set of reports on work in schools, and valuable suggestions on discipline. Part III, "Out-of-school," contains an original and helpful study of various types of children's theater, films, puppets, masks and makeup, and section of great importance to parents.

SMITH, W. A. *Ancient Education*. New York 16: Philosophical Library, Publishers. 1955. 319 pp. \$3.75. In this book, the author has endeavored to trace the cultural and educational development of several early peoples—the Mesopotamians, the Egyptians, the Indians, the Chinese, the Greeks, the Romans, and the Hebrews. Basically, his concern has of course been their educational ventures and achievements. But due to the fact that education is itself a part of culture and has no meaning or significance apart from the total cultural setting in any given case, it has been necessary to use the cultures themselves as the points of departure.

STEWART, M. S., editor. *The Growing Family*. New York 16: Harper and Brothers. 1955. 276 pp. \$3.50. Chapters in this book have already helped thousands of parents—and thereby their children—to discover the ways to happier family living. Here now assembled in one volume is the wealth of sound, commonsense advice gathered under the sponsorship of the Public Affairs Committee to answer the problems of child guidance and relationships encountered by every family.

Beginning with the arrival of a new baby in the home, the book deals progressively with enjoying and guiding the child from one to three, three to six and starting to school, understanding the child from six to twelve years of age, and keeping up with teenagers. There is wise counsel on sex education, the problems of discipline, and training for democracy in the home. The book offers a balanced examination of the influences of comics, television, radio, and movies, and points out the degree to which they can be used constructively at various stages of the child's life. Here, too, is a frank discussion of mental health in the family setting—what to do about emotional disturbances, and how to provide a favorable climate for healthy emotional growth.

STRANG, RUTH; McCULLOUGH, C. M., and TRAXLER, A. E. *Problems in the Improvement of Reading*. New York 36: McGraw-Hill Book Co. 1955. 440 pp. \$5. Recognizing that every teacher is a teacher of reading in his subject, and every school or college staff member a participant, the authors present the whole school and college reading program in which every member of the staff participates. With this purpose in view, they discuss reading programs in different kinds of situations and describe concretely the contributions of subject teachers, administrators, counselors, librarians, and special teachers of reading. For each of these individuals, the book formulates the diagnostic procedures he may use, the instruction materials suited to students of different reading levels and difficulties, and the possible remedial and developmental procedures appropriate to the students.

In addition to the procedures, the theories upon which they are based are presented. Reading problems in the schools and colleges are discussed, beginning with the difficulties first recognized by the teacher. Whether the problem of the teacher is the slow-reader in his regular classes or the conduct of a special class for retarded readers or the guidance of a gifted child with a reading level far short of his potentialities, he will find it discussed in this book and illuminated by case studies and direct observation. New programs for reading improvement are described and topics such as the relation of personality and emotional difficulties to reading and the use of mechanical devices in developing reading skills are treated.

The Superintendency in New Jersey as Received by the Presidents of Boards of Education. Trenton: New Jersey State Federation of District Boards of Education, 306 E. State St. 1954. 25 pp. 50c. This study discusses characteristics of school districts, organization of school boards districts, characteristics of the superintendent, recruiting and screening candidates for the superintendency, tenure, and problems and practices of school boards.

VREDEVOE, LAWRENCE. *A Brief Outline of Secondary Education*. West Los Angeles 25, Calif.: W. H. Dutton Pub. Co., Box 25342. 1955. 56 pp. (5½ x 8½) \$1. Special rates for group orders. This book is designed for leaders, teachers, and students of secondary education. It is not only a valuable supplement to textbooks used in secondary education classes but also for use in faculty discussions, parent meetings and in-service education meetings. It discusses the following topics: definitions, types of schools, statistics, basic principles of secondary education, the secondary-school curriculum, the junior high or intermediate school, the senior high

school, the junior or community college, characteristics of adolescence and their implications, psychological aspects, major issues and problems of secondary education, secondary education in other countries, men influencing the philosophy or practices of schools, significant dates in secondary education, Acts of Congress (1785-1950) affecting secondary education, significant commissions and committees (1890-1950), historical periods in secondary education, and types of schools in the development of secondary education. Included also is a selected bibliography.

WALKER, HERBERT. *Health in the Elementary School*. New York 10: Ronald Press Co. 1955. 236 pp. \$4. The strategic position of the elementary-school teacher for influencing the health welfare of her pupils is continually pointed up in this book. It shows how skillful and imaginative instruction on her part can develop good health habits, and how informed co-operation with health service specialists can make preventive and corrective work truly effective.

To guide the teacher in achieving these ends, this book sets forth the educational principles that pertain to a health teaching program and shows their applications. It explains the characteristics of the "normal healthy child" as well as the deviations from normal appearance and behavior so that the teacher can readily recognize the difficulties and further the well-being of children. Throughout the book the fundamental principles and practices of public health, as they apply to the elementary-school health program, are presented in considerable detail.

In discussing the various phases of a comprehensive school health program, the author outlines the extent and the importance of the problems involved. He indicates the best practices, cites illustrative examples, and makes specific recommendations that the elementary-school teacher can carry into effect. These recommendations are made for the larger school systems with well-organized health departments as well as for the smaller systems with limited resources, even including the one-room school.

WARREN, R. L. *Studying Your Community*. New York 22: Russell Sage Foundation, 505 Park Ave. 1955. 397 pp. \$3. This book is a working manual for people who are interested in studying their own community in one or all of its aspects. It is designed for the layman, but may be of help also to professional people, particularly in those aspects of the community not directly within their field of professional competence.

Even the most modest community survey is a venture in human relations. The processes involved in planning, organizing, and conducting a survey, as well as the different types of surveys which are possible, are considered in Chapter 18. In community survey work, there are many resources available to the investigator, such as the material in the Federal censuses and in reference books of various kinds. In addition, there are certain methods of gathering facts which will be of service to the investigator. This material is taken up in Chapter 19. It is possible to gather and record all sorts of facts about a community without gaining sufficient comprehension of the intricate network of processes and relationships which constitute a human community. Chapter 20 is designed to supply some of this basic understanding of the "wholeness" of communities, as well as to point out certain underlying realities which often elude the investigator concerned only with specific answers to detailed questions.

The rest of the book is devoted almost entirely to chapters that help the reader to learn more about a particular aspect of his community. Each chapter consists of descriptive and interpretive text, as well as question outlines. In general, the text is designed to afford a framework of meaning for the questions. It does this by

explaining some of the issues which are raised in the question outline, and occasionally referring to widely accepted standards for community appraisal. In this connection frequent reference is made to various publications which will provide further background in the topic under consideration. Wherever possible and advisable, publications have been cited which are authoritative, readily available, and either free or relatively inexpensive. Publications which are out of print or otherwise inaccessible have usually been avoided. In order to conserve space, the references for further study listed at the end of each chapter do not repeat works which have been cited in the body of the chapter. In addition to consulting supplementary interpretive material, the reader may want to avail himself of the services of the various agencies which operate in one or another field relevant to community studies. A list of such agencies is appended to the book. Each chapter explores the factual basis of the community and suggests organizational, planning, and action programs which may be undertaken toward community betterment in the aspect under consideration.

The charts, maps, and other illustrations in this book have a double purpose. Their subject matter is related to the respective chapters where they are found, and serves to illustrate important points. In addition, these charts represent ways which the reader may employ to help illustrate key points in a survey report. Illustrations, which make some complicated relationship readily apparent, are helpful in aiding understanding and acceptance, as well as in making a community survey report more attractive.

WHITE, WENDELL. *Psychology in Living*. New York 11: Macmillan Co. 1955. 327 pp. \$4.50. In the more than ten years since its original publication, thousands of readers have profited from the wisdom and guidance in Wendell White's *Psychology in Living*. This, the third edition, has been so thoroughly revised by Dr. White that it is, in the largest sense, a totally new book. Every chapter of the previous edition has been amended and reorganized to promote clearer understanding of living today. Six new and timely chapters have been added, presenting practical insight into these important subjects: "Love and Self-reliance in Childhood," "Sympathy," "Imitation," "Pleasant and Unpleasant Motivation," "The Use of Alcoholic Beverages," and "Beauty." In a world beset by ever-increasing tensions and uncertainties, the author's aim is to help people achieve greater stability of mind, success in their endeavors, and happiness that endures.

The problems of successful living, he reveals, are basically the problems of human relationships. In the first of the two main sections of his book, he explains how any person can make himself a more efficient and better adjusted member of society by using proven psychological methods. He shows how an understanding of human nature brings competence in handling people, and how psychology can overcome problems arising from fundamental human needs and motives, such as *love* and *a sense of personal worth*. In Part Two, which deals with the vital subject of "Mental Health," he offers pertinent and positive advice on how to combat the unhealthful impulses of the mind, such as *vanity*, *jealousy*, and *day-dreaming*, and how an individual can think creatively.

WILLEY, R. D., and ANDREW, D. C. *Modern Methods and Techniques in Guidance*. New York 16: Harper and Brothers Publishers. 1955. 634 pp. \$5. This is a text for a basic course in guidance, and an aid for the school administrator and the beginning guidance worker. The authors discuss the principles of modern guidance work, describe in concrete terms techniques of guidance at both elementary and secondary levels, and suggest methods of gathering, interpreting, and utilizing information about the student. A major section of the book is devoted to techniques

of group guidance. This book is divided into five major parts: Orientation to the Concepts of Guidance; Techniques for Understanding the Individual; Techniques for Using Information About the Student; Techniques of Group Guidance, and Records and Evaluation.

WILLIS, W. C. *Teaching Guide for the Social Studies*. Chicago: Board of Education. 1955. 80 pp. This is the second of curriculum guides for teaching the subject fields of general education. This publication stresses the following significant elements of curriculum making in the Chicago public schools: (1) outlines a teaching-learning program based on systematic studies of the citizenship experiences of daily living; (2) deals with the total range, preschool through junior college, of the schools' curriculum of general education; (3) co-ordinates with the program of other subject fields; (4) capitalizes the preschool civic experiences of infancy in developing the schools' social-studies program; (5) and relates directly the extra-class, home, and community learning experiences to the classwork of the pupils. The material constitutes the basis for a school program from kindergarten through junior college, with foundational provision for systematic parent guidance in the preschool period. Activities are arranged according to the stages of pupil growth so as to provide bases for essential articulation of classroom materials of instruction between the various structural units of the school system, such as the upper elementary grades and high school and between the grades within these units. The horizontal range of the source lists extends throughout the entire breadth of activities or experiences essential to successful living in our American social order. Dealing with the major divisions of living—American citizenship, economic competence, family living, communication, health, human relationships, leisure spiritual and aesthetic needs, and vocational responsibilities—the activities comprise the foundation for a school program extending across all departments and subjects of the instructional program of the school system. Further, the designation for each activity of the subject field or extraclass instructional area which is best adapted to provide guidance of pupils in that activity assists members of the curriculum committees, administrators, and teachers to visualize not only the total breadth of the curriculum source materials, but also to realize, and contribute to, needed co-ordination among instructional areas of the schools' program.

YOAKAM, G. A. *Basal Reading Instruction*. New York 36: McGraw-Hill Book Co. 1955. 371 pp. \$4.50. This text sets down the basic procedures involved in the process of teaching reading to children. Each of the basal factors involved in reading sequentially, level by level, through the elementary school are treated in emphasizing the developmental character of the process of learning to read. The common error of thinking of reading in terms of school grades composed of children of approximately the same state of maturation, degree of accomplishment, and stages of growth is discouraged. The developmental nature of growth in reading is emphasized.

In Part One, the basic aims, facts, principles, skills, and abilities necessary to understanding modern instruction are developed. Designed to orient the teacher, it provides the background of information necessary in understanding the detailed description of the development of basal reading abilities vital to good reading of all kinds contained in Part Two. The principles with respect to their development, the suggested methods of development, and the detailed activities by which they are acquired are enumerated. The major abilities are presented roughly in the order of their development. Suggestions for the extension of the basal reading program to

all fields, how it makes possible success in both recreatory and work-type reading, and how progress may be appraised are presented in Part Three.

This new work is a contribution toward improving reading instruction in the schools of America. Student teachers and those in service will obtain a better understanding of the problems involved, organizing better programs, preventing the occurrence of reading disabilities, and increasing continuously the abilities of pupils to become competent in the use of reading as a means to personal growth and enjoyment of literature as well as a tool for learning.

Books for Pupil-Teacher Use

ANDREWS, J. C. *The North Reports the Civil War*. Pittsburgh 13: Univ. of Pittsburgh Press. 1955. 825 pp. \$6. Newsmen who reported from the field during the two World Wars and the Korean campaign will find this volume poignantly reminiscent. Getting the information, properly interpreting the action, transmitting copy over field equipment, battling field censorship and egocentric commanders; all these problems, and more, too, were met and solved successfully by a small handful of shrewd, ingenious northern journalists during the Civil War. Today's newspapermen and professional military personnel will find the book absorbing; so will all who are dependent upon today's newspapers, radio, and television stations for an exact accounting of the nation's fortunes in peace and in war.

Only yesterday the techniques of modern combat reporting were pioneered by men—and women—who kept a nation enthralled with their descriptions of a terrible Civil War. Through the dispatches of the "Bohemians," one senses the awful tragedy of civil conflict, brother fighting brother, engendering hatreds which endured for decades.

This is the story of Henry J. Winsor of the *New York Times* paddling down the Mississippi in a leaky dugout to beat his rivals to the Havana dispatch boat; of Joe McCullagh of the Cincinnati papers fighting under Confederate bombardment with a balky mule; of Edward Crapsey of the Philadelphia *Inquirer* and Cincinnati papers drummed out of army lines while the band played the *Rogue's March*; of Sam Wilkeson of the *New York Times* and *Tribune* arriving to report Gettysburg where his son had just been killed in battle.

Much of the material in this book is from the reporters' own letters, diaries, dispatches, and printed news stories. Many private papers are here printed for the first time. This book, because of a generous subsidy by the Buhl Foundation of Pittsburgh, sells at less than the cost of production.

ARMSTRONG, D. W. *Questions Boys Ask*. New York 10: E. P. Dutton and Co. 1955. 160 pp. \$2.50. This is a practical, realistic, straight-from-the-shoulder series of questions and answers prepared by a man who has had fifty years of daily experience working with boys of all classes and kinds. The rich experience of a lifetime distilled into this book has been checked and rechecked with directors of boys' clubs around the country and with many other youth leaders, teachers, and others interested in young people.

The author points out that the title of this book should probably be: "Questions Boys Ask and Questions They Should Ask but Don't." He recalls that although boys ask questions about personality and boy-and-girl relationships in a general way, they do not often ask questions about sex, personal problems, and family matters. Consequently, he has included a number of questions which are unusual, searching, and rarely asked. The author shirks no questions, however troublesome, and provides realistic and honest answers. He has been careful, however, to write in such

a way that nothing can possibly offend any adult or any parent or be unacceptable to any religious group.

ARNOLD, ARNOLD. *How To Play with Your Child*. New York 18: Ballantine Books. 1955. 191 pp. \$2. This book contains hundreds of practical suggestions—useful with children from babyhood through teenage—for getting more fun and benefit out of toys and play. It shows new and enjoyable ways in which to enrich family life. A Ballantine Book.

BAINBRIDGE, JOHN. *Garbo*. Garden City: Doubleday and Co. 1955. 256 pp. \$4. This is the fascinating biography of Greta Lovisa Gustafsson, the Swedish girl who became "one of the great ornaments and excitements of her age." No other personality on earth has been the victim of so much fatuous and hysterical journalism. But the author has cut through the purple poppycock, fan-magazine faldral, gossip, and rumor to create, in this first serious biography of the fabulous actress, a revealing and sympathetic picture of Garbo herself. She is "an idea, a dream, a shadow, substance, and mystery" yet in this portrait she lives in an exciting and altogether human way.

Here is the whole story: how she met the dynamic Mauritz Stiller, the man who gave her the name Garbo, and who, out of a classic Svengali-Trilby relationship, gave Garbo to the world. Here are the first agonizing years in Hollywood with Stiller; the bewildered young actress' almost childish eagerness to please; her sudden success and Stiller's tragic failure in the jaws of Hollywood; the coupling of Garbo with John Gilbert in *Flesh and the Devil*, the film that established her as "The Star" Stiller had visualized. Here, too, are the men in Garbo's life—among them, Leopold Stokowski, Gayelord Hauser, Baron Rothschild—and here is the heartbreaking story of her frantic search for privacy. Mercilessly hounded by the public and press at every turn, Garbo developed an intense aversion to the publicity that contributed to making the world's most beautiful woman into one of the loneliest. "I never said, 'I want to be alone,'" Garbo told a friend not long ago. "I only said, 'I want to be left alone.' There is all the difference."

BARRUEL, PAUL. *Birds of the World*. New York 11: Oxford Univ. Press. 1954. 204 pp. (8½ x 11) \$12.50. This book translated by Phyllis Barclay-Smith deals with the life and habits of the birds of the world. It was not the author's intention in these pages to review all available information. His aim has been by making "pictures talk" to endeavor to reach as wide a public as possible. The text of the book to present only an outline of the more important facts and at forming a link between them and the photographs. There are 16 full-page pictures done in color. The book presents background material including daily activities of the birds, migration, solitary and gregarious birds, and bird populations.

BATES, MARSTON. *The Prevalence of People*. New York 17: Charles Scribner's Sons. 1955. 299 pp. \$3.95. The author, now professor of zoology at the University of Michigan, built up an impressive reputation in applied biology in the field work of the International Health Division of the Rockefeller Foundation. He had just come back from eight years in a remote part of the interior of South America, years spent principally in work with mosquitoes and viruses, when the director of the Division asked him how he would like to study the human population problem from his point of view as a biologist. In explanation, the director said that public health men more and more frequently were encountering this criticism, sometimes jesting, sometimes half-serious, sometimes deadly earnest. By forestalling death through disease, might not public health projects be creating a new problem as they solved an old one? Might they not be providing more human material for death by

starvation in the overcrowded countries of the world, simply by changing the disease problem into a population problem?

The director believed that public health organizations ought to be trying to find the answers to such uncertainties. The author undertook the study, and ran into problems of his own. He turned in his report and then he wrote a book. In his opening chapter he tells what his problems were. He sets up an understanding with the reader which holds all through the book, in inquiries that go world-wide and deeper than the reader may realize. First, inquiries into men, their numbers, nature, and kinds; then into their means of subsistence; next, logically, into human reproduction, and the troubled question of its control; then into the causes of death—war, sacrifice, famine, disease; and next, at the very core of the book's problem, the postponement of death. The wanderings and migrations of men naturally present themselves for study, and when questions of quantity of mankind have been reviewed, the quality of mankind must be brought under scrutiny. In other words, eugenics. The book leads ultimately into broad scientific considerations, presented always with an informality that makes them easy to penetrate.

BEDELL, E. L.; and FRASER, R. R. *General Metal*. New York 11: Prentice-Hall. 1955. 256 pp. \$4.65. The easiest way to get the most out of this book is first to choose a project you would like to work on from the last chapter. Then turn back to Chapter Two where you will be shown how to design and plan it. In the following chapters you will then go on to study each family of tools, operation by operation, as you begin to work with the metal you have selected. The choice of metal is very broad. The authors show you how to work with wrought iron, copper, cold-rolled steel, sheet and ingot aluminum, brass, angle iron, galvanized iron, IC tin, and metal foils. Besides the fundamentals of working with metal, you will be shown how to read blueprints, etch metal, tool metal, enamel copper, solder aluminum, and, finally, when you have finished actually forming your piece, buff and polish it. From this book you will learn many facts about metal and acquire not only a skill in working with it, but also an ability as a consumer to recognize good design and quality of material.

BEMIS, S. F. *The United States as a World Power*. New York 17: Henry Holt and Co. 1955. 528 pp. \$6.95. Here is a diplomatic history of the United States ending with an authoritative statement of America's international position at mid-century. Because many Americans fail to differentiate between *diplomacy* and *foreign policy*, the author demonstrates what the guiding principles of American foreign policy have been during the first half-century of American diplomacy. He shows how they were successfully maintained during the foolproof age of isolation, and how they were employed to meet grueling tests for survival mid the strains and tensions of the twentieth century. Above all, he demonstrates how the majority of those principles have persisted from that day to this, subject to the diplomatic revolution of our times: the shift from isolation to alliance as the basis of our security.

The new revised edition focuses the diplomatic history of the United States on the current crisis of thought and action in the cold war between the United States and Soviet Russia, in which foreign policy and diplomacy have so far played a major role. Of special significance is the new chapter on the Korean War and the new alliances.

BEROLZHEIMER, RUTH, editor. *Culinary Arts Institute Encyclopedic Cookbook*. Port Washington, New York: Charles W. Clark Co., 156 Haven Ave. 1950. 1,118 pp. \$4.95. This cookbook has been richly illustrated with hundreds of pictures

in black and white and in color. It is most comprehensive in its treatment of the subjects. There are more than 6,500 recipes in the book. For example, there are 250 on soups and chowders; 200 on breads; 300 on sandwiches, fillings, and spreads; 300 on snacks; 300 on preparing leftovers; 600 on potatoes and vegetables; 750 on meats; 500 on salads; 300 on pies and pastries; 250 on desserts; 250 on cakes; 200 on candy; 200 on sauces; and many, many others. There are 500 suggestions on ways to prepare meals, 75 special menus for children, 125 ideas for lunch boxes and picnics, 125 menus for two persons, 50 recipes and menus for women in a hurry, 7 pages on the art of carving, 20 pages on table setting and entertaining, 66 pages of index (cross reference), and 2,000 facts about food.

In addition to its thousands of recipes and practical suggestions, the book covers all the phases of meal planning and preparation; it includes menus for everyday of the year and most special occasions. It tells how to choose food for economy, nutrition, flavor, and texture; how to serve correctly and attractively; how to make the most of every bit of food that is purchased. A convenient thumb index gives instant reference.

The recipes have been kitchen tested by cooking experts of the Culinary Arts Institute. In planning and testing the recipes, the needs of the average homemaker have been kept in mind, and only when a recipe has met rigid requirements for practicability as well as taste and appearance has it been approved by the Institute and included in the book.

BETTS, V. B. *Exploring Papier Mache*. Worcester 8, Mass.: Davis Press, Inc. 1955. 134 pp., (7¾ x 10½). \$6. This book gives ideas and methods for making varied, useful, and exciting things from papier mache. A guide for individual and group activities at home, camp, school, recreation centers, "Y" and scout groups, and other areas where originality and three-dimensional designs add interest. Processes for both hollow and solid forms are covered. Emphasis is on simplicity and working creatively with a variety of materials.

All material is graded from the simplest forms for beginners to those suitable for adult and professional use. The text is written in a concise manner, accented with photograph (five in full color) and line drawings—helpful in visualizing specific details, techniques, and forms. The activities are classified to help in organizing programs. In addition, the materials (which are few and easily acquired) are given at the beginning of each new chapter of activity.

The variety of materials and techniques for making papier mache forms allows for complete freedom of choice and exploration. Specific activities like these are covered: holiday programs, plays, wall displays, figure construction, games and toys, party favors, masks, models, animal forms, posters, dances, and design. Making such details as hair, eyes, and trimmings are also described and illustrated.

BONNET, THEODORE. *Dutch*. Garden City: Doubleday and Co. 1955. 416 pp. \$3.95. Here is that long-awaited second novel of Theodore Bonnet, whose first book, *The Mudlark*, enchanted millions of readers. "The Traveler's Rest" was a most unlikely place to find a Rembrandt. It was a weary old bar in a beat-up part of Llagos, a small chicken town near San Francisco. Dan McClatchy, who ran the place, had never thought of the face on his barroom wall as anything special. But there it was—a genuine Rembrandt.

Immediately, the picture became much more than an Old Master; the newspapers transformed it into one of the lesser artifacts of San Francisco. Little Dan McClatchy swelled with pride of ownership. And Bessie, his wife, foresaw a very comfortable future in dividends from the windfall. Then Dan got his idea. He would have his bar done over in old Dutch motif and rechristen it "The Lost Dutchman." It would

be the only Bay area tavern (indeed the picture would all but elevate it to supper club status) with a masterpiece as a bar piece.

BRADY, FRANK, and POTTLE, F. A., editors. *Boswell on the Grand Tour Italy, Corsica, and France*. New York 36: McGraw-Hill Book Co. 1955. 384 pp. \$5.50. Sex, religion, and politics—the three subjects of conversation forbidden in polite society—are the author's main concerns in this fifth volume of the Boswell papers, which concludes his account of his European travels. He explores these topics and writes down his experiences and his emotions with his usual frankness and detail.

His lifelong interest in amatory matters blossoms in the warm Italian sunshine and the reputed availability of Italian ladies at that time. Even a letter of introduction to Porzia Sandesoni, and a subsequent determined campaign fail to win him success. And then, with Girolama Piccolomini, he succeeds almost better than he wishes, for he discovers that his partner in what he sees as a brief interlude of gallantry is determined to play for keeps. He finds love in Italy, but dares not permit himself to love in return. Finally, at the end of his travels, he is submitted to a beginner's course of instruction in the arts of love from Rousseau's mistress, Therese Le Vasseur.

Boswell's search for religious satisfaction is equally anxious. Raised in the stern Presbyterian tradition, he had been Roman Catholic, sceptic, and Anglican in quick succession. In Italy, his experiences with Catholic worship stimulate his love for ritual and devotion, while the background of classical antiquity suggests to him that Christianity is but one of three or four systems of religion, all partially valid. At the end of his travels, he is still confronted by the deep dilemma of reconciling his conduct with his conscience.

Danger and safety alternate in Boswell's political relationships while in Italy. He renews his intimacy with the infamous and fascinating John Wilkes, who is living in exile under the charges of having blasphemed his God and libelled his King. An exact opposite is his aristocratic and potentially useful freind, Lord Mountstuart, son of England's former Prime Minister, Lord Bute. Dazzled by the young lord's prestige and elegance, Boswell joins him on his Italian travels, and plays out an entertaining social comedy in the nobleman's entourage. Finally, Boswell mingles, though cautiously, with the pathetic band of Jacobites gathered about the Old Pretender in his Roman court.

The climax of Boswell's tour is his journey to Corsica, then the focus of European attention in its gallant fight for independence. Making his way laboriously across the wild island, Boswell meets Corsica's heroic leader, General Paoli, and his fired enthusiasm for him and his cause. On his way home to England through France, Boswell begins a newspaper campaign to arouse sympathy for the Corsicans and win the support of the British government.

BRAND, MILLEN. *Some Love, Some Hunger*. New York 16: Crown Publishers. 1955. 207 pp. \$3. When Ed and Cathy met, it seemed like a sure thing. Young and in love—there shouldn't have been anything in their way. But there were things. There was Cathy's father, afraid and insecure, who schemed to keep his daughter. There were the violence and hunger of the cold-water tenement where Cathy lived. And, most of all, there was Sis, who needed love desperately, the kind of love that only Cathy, the only "mother" she had, could give her. For his first novel in eight years, Millen Brand turns to the dark world of city streets, and lights it with the story of two people who love.

BRENNECKE, H. J. *Cruise of the Raider HK-33*. New York 16: Crowell Co. 1955. 225 pp. \$3.50. The suspense of war and the hazards of the sea are the back-

ground against which this ghostly raider's story is told for the first time; written by a leading German naval correspondent with the help of HK-33's survivors. The adventures of the *Pinguin*, a German freighter converted to war use, are unique in the history of naval warfare. Piratical and mysterious, vanishing and reappearing, she roamed the seas from New Zealand to the Indian Ocean and down to the white wastes of Antarctica in search of her quarry. At first posing as the Russian tanker *Pechora*, and later in numerous other disguises, she destroyed many valuable ships. At the climax of her career, she had cost 200,000 tons of Allied shipping.

BRIDGEMAN, WILLIAM, and HAZARD, JACQUELINE. *The Lonely Sky*. New York 17: Henry Holt and Co. 1955. 316 pp. \$3.95. This is the story of a man who daily enters that lonely region beyond the speed of sound. A narrative of needle-nosed ships flying at blistering speeds, it is also the moving testament of a man risking his life to push back the frontiers of scientific knowledge. The author describes the vastness and beauty of the skies, but as America's foremost experimental test pilot, he is constantly aware of the multitude of technical information which he is called upon to use at any given instant. These are but two sides of an unforgettable man who lives in the future. Bill Bridgeman was a product of World War II, in which he served with "Buzz" Miller's B-24 group in the Pacific. He left the Army a restless man, finally finding employment as an airline pilot. Seeking the excitement of action, he left the airline and joined Douglas Aircraft as an engineering test pilot. When he became proficient in this job, he was asked to take over the final stages of the Skyrocket testing program. The Skyrocket, a javelin-shaped experimental ship, became a challenge to Bridgeman. The story of his day-by-day life with the plane is the substance of this book.

BROWN, BILL. *Uncharted Voyage*. New York 16: Coward-McCann. 1955. 254 pp. \$2.75. Three amateur sailors left San Francisco for Tahiti in a ship no longer than a telegraph pole. It would be hard to pick up a crew less equipped to face storms and months at sea together in the vast distances of the Pacific. Young Seth Cabbit was captain. Although he had never known his parents, Seth seemed an ordinary enough boy, but for no ordinary boy would Uncle Jeb have built the tiny schooner, *Ezekiel*, piece by piece in the back yard. Seth himself was surprised to realize that the old man had planned to sail with him in it to the South Pacific. He had no intention of going on any such fantastic voyage.

Yet when Uncle Jeb died, Seth did not sell the ship. The mystery of his own origins led him on. He wanted to find the meaning of the strange message from an unknown island that the bank had delivered to him. He wondered why strangers seemed to know more of his affairs than he did himself—a gipsy woman, a man who ran a tattoo shop, and a Polynesian boy, Timi. The first days of the voyage, the *Ezekiel* groped blindly in the fog. Then meat rotted. Supplies ran out. The failure of their navigation forced Seth and his companions to rely on old Polynesian sailing methods. Most difficult of all for Seth, however, was the clash of opposing personalities confined inescapably together on the little ship. On the islands, at last, in "the valley of dry bones," Seth found his identity and his inheritance.

There is plenty of excitement in this adventure story. There is also realism, and the sort of atmosphere that goes with the smell of salt water, the sight of the Southern Cross at night, and the sound of breakers crashing over coral reefs along a palm tree covered shore.

BROWN, C. W. *Batting as Major Leaguers Do It*. New York 1: Vantage Press. 1953. 97 pp. \$2.50. This book has been written to help boys to learn the techniques of batting. The book explains in detail how to acquire good form in batting. Hitting

just after the stride; a consideration of pull hitters, straightaway hitters, and slice hitters; knee and elbow flexing; stance; the back swing; the pivot; turning the hips, the hitting swing—these are but a few of the points discussed as component parts of good batting form. Illustrated.

BRUCKER, MARGARETTA. *The One and Only*. New York 3: Farrar, Straus, and Young. 1955. 191 pp. \$2.75. Lighthearted, sixteen-year-old Lynn Fairchild felt that her parents were treating her as a child and not giving her enough responsibility, but when word was received of the death of her brother George in Korea, Lynn suddenly had more problems than it seemed she could cope with, and she had to face them like an adult. When her parents go on a trip, leaving Lynn with a relative, she is forced to make her own family decisions. Lynn's growing up—her change of point of view toward high-school affairs, her own budding romance—makes convincing and fascinating reading.

BURTT, E. A., editor. *The Teachings of the Compassionate Buddha*. New York 22: New American Library of World Literature, Inc. 1955. 248 pp. 50c. Selections from the teachings of Buddha, including early discourses, the Dhammapada, and later basic writings. A Mentor book.

CAPRON, LOUIS. *White Moccasins*. New York 17: Henry Holt and Co. 1955. 256 pp. \$2.75. This is the story of thirteen-year-old Jim, an orphan, living in Philadelphia in the year 1834, whose only relatives are an uncle—a fabulous backwoodsman living somewhere in the wilds of the new territory of Florida—and a mysterious grandfather to whom the frontiersman alone holds the clue. The only way Jim can trace his uncle is by a letter received from him years ago, and the beautiful pair of white moccasins sent with it. Impulsively, Jim embarks on his first really big adventure down to Florida in search of his family. This trip involves him in a whole series of adventures along the highroad, for he travels in the freight trains of colorful Conestoga wagons, meets a company of traveling players, and even spends the night in jail with a group of outlaws! He sees, too, whole plantations moving from worn-out land to newly opened Indian country, learns from a Washington senator of the trouble brewing in Florida, and after many adventures reaches the old city of St. Augustine where he finds a clue to the whereabouts of his uncle. His search leads from there across the territory to the Indian Reserve where some friendly Seminoles take him to his uncle. From his uncle, Jim learns the life of the woodsman—how a flintlock rifle is loaded and handled, how to skin animals, and a hundred things about the life of the frontier. He joins his uncle in an exciting chase across the territory and saves a group of travelers from hostile war parties. This rescue proves to be the encounter that brings Jim's quest to an unexpected and joyful end.

CHANG, EILEEN. *The Rice-Sprout Song*. New York 17: Charles Scribner's Sons. 1955. 190 pp. \$3. Present-day China is the scene of this novel. It is a book which gives an authentic picture of life as it is lived under the Chinese Communists. The scene is a small village, and the story concerns a peasant family—more specifically, one young married couple belonging to that family. The story is of their struggle for a bare subsistence in the face of an unfeeling bureaucracy—a struggle which eventually leads the peasants into a short-lived revolt against loyal authority. But throughout, there is a quality of family love, understanding, and respect for individual dignity which not even the most stringent official strictures can destroy. The descriptions of marriage, family customs, the manner in which young men "volunteer" for the army, the cataloging of the diet, the callous way in which the authorities requisition both grain and livestock from the already underfed peasants—

all give the reader a real understanding of the plight and philosophy of the "free" peoples of China.

CHEESMAN, EVELYN. *Charles Darwin and His Problems*. New York 16: Abelard-Schuman. 1955. 192 pp. \$2.50. Charles Darwin is the young naturalist's hero. The author tells the story of his life and achievements for boys and girls of twelve and over. It is, we believe, the only recent biography especially written for them. She has devoted much of the book to his early life and difficulties, and to the adventurous period of the voyage of the *Beagle* and the success it brought. Many a young naturalist will be cheered to discover that a man so eminent as Darwin was a very slow developer—and was, in fact, considered a poor scholar.

CLARK, L. M. *Walt Whitman's Concept of the American Common Man*. New York 16: Philosophical Library, Inc. 1955. 192 pp. \$3.75. This is a comprehensive survey of all the known writings of Whitman in search of Whitman's true meaning of the expression, "the common man." Whitman's views as found in both poetry and prose are presented and contrasted.

COOK, BEATRICE. *Truth Is Stranger Than Fishin'*. New York 16: William Morrow and Co. 1955. 303 pp. \$3.50. That informed intrepid and informal lady angler—who brought up her kids in a wet rowboat and shared the experience with thousands of delighted readers—turns to the piscatorial past from Ancient Egypt to the present day for this fresh, entertaining story of some famous fishermen and women. Mrs. Cook's angle on angling slants back through the centuries to give more or less a history of fishing. She tells the stories of various men and women devoted to the sport, their contributions to the art of fishing, their philosophies, their inventions, their private amusements.

Among them are some of the illustrious figures of history—Aristotle, for example, who fished for science as well as pleasure. Then there was Dame Juliana Berners, a lively fifteenth century prioress who wrote the first book on fishing in the English language. Much before then, Imhotep, architect of Egypt's first pyramid, experimented with rods and hooks—brother-under-the-skin to every modern man who loves the lore of the lure. Confucius himself mixed fish with philosophy, and Mrs. Cook describes his prowess with the same tip-of-the-hat that she accords Izaak Walton himself—the fisherman's fisherman.

CORBETT, JIM. *The Temple Tiger and More Man-Eaters of Kumaon*. New York 11: Oxford Univ. Press. 1955. 207 pp. \$3. Here, in the latest of his five books dealing with unique experiences and adventures among the people and jungle creatures of India, Colonel Corbett brings the record full-circle by relating more stories of tigers in the area made famous by *Man-Eaters of Kumaon*. The author has kept his best story for the long concluding chapter in this volume, telling in "The Talla Des Man-Eater" how he hunted that tiger during his own "bad time," when he went out on what he feared might be a fatal last test of skill and endurance.

CORBETT, SCOTT. *Cape Cod's Way: an Informal History*. New York 16: Crowell Co. 1955. 320 pp. \$3.95. This volume is the first new history in many years of America's most popular vacation spots, a small piece of land which looms large in our heritage. After an concise account of the general history from Pilgrim times to the present, the author takes up each of the fifteen townships which make up the Cape, and covers their towns and villages, beaches and general background. Places and things to see are listed and described at the end of each town's story.

CORNETTI, A. E. *The Longfellow Story Book*. San Antonio: Naylor Co. 1955. 154 pp. \$3. This is a book of Henry Wadsworth Longfellow's most famous epic poems rewritten as prose stories. In it you will meet—in stories for the first

time—Hiawatha, Paul Revere, Captain Miles Standish, Priscilla Alden, King Robert of Sicily, the Skeleton in Armor, and many others. The work of recasting Longfellow's poetry into prose has been done by a teacher on English. It has been done with care in order to preserve the diction and appeal of Longfellow and put his poems into an enjoyable and easy-to-read form.

In selecting the poems whose stories are included in the book, the author first chose those poems which still are studied in American schools and colleges—"Paul Revere's Ride," "The Skeleton in Armor," "The Courtship of Miles Standish," "Evangeline" and "Hiawatha." From these stories, the characters, familiar names to all of us, are as much alive today as either Abraham Lincoln or George Washington. These stories and their heroes are a definite part of our American heritage. The remainder of the tales were chosen because they seemed to contain a greater story content, and because they seemed more skillfully presented. For example, "The Falcon of Ser Federigo," a retake of a Boccaccio story, is not too well known; yet, here we find Longfellow at his best in depicting pure narrative.

COYLE, D. C. *The United Nations and How It Works*. New York 22: New American Library of World Literature. 1955. 200 pp. 35c. This handbook explains the structure, functions, problems, and achievements of the United Nations and its specialized agencies. It is an analysis of how the United Nations and its various organs come into being, how they operate, and what they are doing in their work to attain lasting peace and better living conditions throughout the world. It includes, also, an interpretation of the responsibilities of the international civil servants in the Secretariat who assist all United Nations organs in translating the purposes and principles of the United Nations charter into action. A Signet Key Book.

CRUMP, IRVING. *The Birdsong Boys*. New York 10: Friendship Press. 1955. 144 pp. \$2. Hal and Billy Birdsong, two Indian American boys from the reservation attending the town high school, made the honor roll at Allagonda High. But, how do you think they felt when they heard sniping remarks like "too tweet-tweet-tweet . . ." and "strictly for the birds—birdsongs, that is" made by their fellow schoolmates when the list was posted? Hal became so angry that he quit school. Billy, his cousin, was tempted to do the same thing, but Mr. Hall, the town minister and school's track coach urged him to stay and go out for track. Norm Cunningham, the track team captain, added his arguments to Mr. Hall's. How Billy made the track squad, how he broke the school mile record, how he won out against the top miler in the conference meet, who tried to beat him by foul means, are only part of this exciting story.

Billy accomplished much more than winning points at track meets and becoming a school hero. He made friends with Norm, with Jumbo, the football tackle, and with other non-Indian students at Allagonda High. He learned that friendship was a two-way street when his new friends visited the reservation, shared in activities at his church, and learned from David Owl, the minister on the reservation, how to play lacrosse, a game played by the Indians long before Columbus discovered America. Billy came to realize that an Indian can "belong" and, more than that, that Indian and non-Indian American teenagers have much to share with each other. Hal finally came around to Billy's way of thinking after a harrowing adventure in which he almost lost his life.

DAVIDSON, H. A. *Handbook of Parliamentary Procedure*. New York 10: Ronald Press Co. 1955. 310 pp. \$3.75. Here is a handbook explaining the rules and practices of parliamentary procedure for the small organization—the local business association, professional or scientific society, union, civic group, lodge, and social

club. More than a set of traffic rules for the guidance of officers and members, it is also a compact manual of organizational tactics and operations. A quick reading of this concise manual will take only a few hours. After this initial briefing, the reader will find the book continually invaluable as a constant source for on-the-spot answers to parliamentary questions. An alphabetical index lists paragraph numbers for precise, quick citations. Key points of procedure have been simplified and presented in a chart at the front of the book.

In practice, most small organizations find that the informal procedures expedite their business. This volume gives them full attention. Formal procedures are presented in a down-to-earth manner without once-in-a-life-time oddities or solemn verbal padding. There is also a discussion of parliamentary tactics in terms of rights—what the chairman or member wants to do—rather than by a formal listing of motions. Here the reader will find practical advice on how to use his knowledge of procedure to see that his views get a fair hearing, to avoid being pushed around, to handle the persistent heckler—in short, to insure the role of the majority and the rights of the minority. The book is more than a discussion of the procedures to be followed by an existing organization. It discusses step-by-step procedures for those who wish to bring a new organization into being in accordance with accepted practice. It shows how to construct a constitution, how to plan a budget, how to make maximum use of committees. Sample forms are provided for the documents commonly drawn up by chairmen, secretaries, treasurers, and committee chairmen.

DAVIES, J. L. *Seeds of Life*. New York 10: Devin-Adair Co. 1955. 192 pp. \$3. The study of living things is to a great extent the study of sex. Their qualities and characteristics are closely tied up with the instinct to reproduce. And in reproducing themselves, they are often associated with other living beings, always in their natural environment. An understanding of sex, therefore, is to be found in the study of nature; and an aid to the understanding of nature is to be found in the study of sex. This book was written to give this understanding. It tells the many ways in which living beings, from the amoeba to man, reproduce themselves. They are all here: the alga, malaria germ, snail, onion, orchid, termite, earthworm, robin, man himself. This book is the story of nature's great experiment: from the fission of the first cell through all other forms of multiplication; vegetative growth (as in the potato); hermaphroditism (as in the snail); fertilization "by remote control" (as in the salmon)—to the final development the joining of two mammalian individuals in sexual union.

DAVIS, ELMER. *Two Minutes 'till Midnight*. Indianapolis 7: Bobbs-Merrill Co. 1955. 207 pp. \$2.75. In an earlier book the author bade us live and fight for liberty. Now he warns that we may have to fight and die for it. Brilliantly, passionately, he calls us to greatness, to a clear realization that our acts as individuals and a nation will nobly save or meanly lose the last best hope of earth—for this is a book about the possibility of thermonuclear conflict. It meets head on the fact that for the first time since the British burned Washington in 1814, we stand in danger of losing a foreign war. With the precise logic of a disciplined, informed thinker, in the celebrated lean and flashing prose that cuts to the heart of the matter, the author assesses our prospects—and our peril. He defines the differences between thermonuclear war and any other we have ever fought; measures (with compelling precision) our distance from Russian thought and purpose; reviews our present policy, political and military, and the principles, purposes and expectations with which we would enter another war—if another war comes.

DAY, DONALD, editor. *The Hunting and Exploring Adventures of Theodore Roosevelt*. New York 16: Dial Press. 1955. 447 pp. \$5. Most of all Theodore Roose-

velt is remembered for his exuberance, and never did he display more enthusiasm than in his love for the outdoors. Throughout his life, he was a keen observer of nature, and an indefatigable hunter. He was also, to quote *Time* magazine, "the liveliest writer who ever held the presidency."

TR's adventures began in the Bad Lands of the Dakotas, where he went as a rancher and cattleman when the West was still wild. Among his many escapades were—a feud with a genuine French marquis, a chase down river after three bad-men who had stolen TR's boat, numberless hunts after deer, bear, elk, moose, and caribou, and one memorable chase after a mountain goat during which TR went hurtling over the edge of a sixty-foot cliff. His companion gave him up for dead, but Theodore, who had landed on a patch of moss, called out, "Not a bit hurt. Wait until I find my glasses and I'll be with you."

After he left the presidency, TR went on his famous African trip. Typically, he rode into the Dark Continent sitting on a special seat fitted to the cowcatcher of his train. Then on foot, on horse-back, and even by boat, he pursued lion, elephant, rhinoceros, hippopotamus, antelope, and water buffalo until he had specimens of every important game animal in Africa for the Smithsonian Institution and a quantity of hair-breadth escapes for himself.

Theodore's last bout with the outdoors was in South America just before the First World War. What began as a goodwill tour quickly turned into a jaguar-hunting expedition. But not one to be satisfied with a mere hunt, TR embarked on his literally death-defying exploration of the River of Doubt, which was named *Rio Teodoro* to commemorate his discovery.

DEAN, JOHN. *Prince Philip*. New York 17: Henry Holt and Co. 1955. 219 pp. \$3.50. This book will take you behind the pomp and circumstance of Philip's public personality and introduce you to a wonderful human being. Written by Philip's former valet, this book contains fresh stories of Philip as sportsman, flier, naval officer, father, and devoted husband. It is full of surprises and contrasts—Philip driving a sports car at 100 mph; Philip wheeling a pram at Sandringham; Philip without a clean shirt in the threadbare days just after the war; Philip during the days before the birth of Prince Charles; and Philip playing with Anne and Charles in their rooms. From all these candid portraits one feature emerges: Philip, Duke of Edinburgh, is a remarkably talented, remarkably likable young man. Perhaps the most interesting and heart-warming quality of this book is its author's unflagging devotion to his former employer. For although he occasionally complains of the fast cars, the early-morning grouse shoots, and other entertainments particularly relished by the Prince, he leaves us with the unmistakable impression that he was very fond of the Royal Family in general and of the Duke in particular. His book, which is rich in stories of Lord and Lady Mountbatten of Burma, the Duke and Duchess of Windsor, Queen Mother Mary, and Queen Mother Elizabeth, is a treasury of Royal anecdote, backstairs gossip, and characterization. It is an entertaining addition to the literature of the Royal Family, particularly readable because most of its contents have never before appeared in book form.

DE LEEUW, ADELE and CATEAU. *The Expandable Browns*. Boston 6: Little, Brown and Co. 1955. 153 pp. \$2.75. The story of a family: how they grew when other people discovered what a wonderful time they had together and what fun it was to live with them and work and play and like each other the way they did.

DEUTSCH, ALBERT. *The Trouble with Cops*. New York 16: Crown Publishers. 1955. 255 pp. \$3. This book reveals the truth about police in American towns, big and small, with a wealth of up-to-the-minute case histories: corrupting influences of underworld, upperworld and politics; honest cops who were demoted,

disgraced and fired for trying to uphold the law impartially; and the others . . . how and why they went crooked. Why are so many local law enforcement agencies so inefficient, corrupt, and unpopular? What lies behind the unholy alliance of organized crime, politics, and police in so many towns today? What is the public's responsibility? Albert Deutsch, famous crusading journalist, has interviewed police chiefs and top-ranking officials of cities from coast to coast, as well as rank-and-file cops, civic leaders, FBI people, and police experts. He has studied the private documents and records of police work.

DE WOHL, LOUIS. *The Spear*. Philadelphia 5: J. B. Lippincott Co. 1955. 383 pp. \$3.95. This rich, panoramic novel opens in Rome, that splendid, corrupt, and vicious city, riddled with intrigue. Young Cassius Longinus, just back from the German Wars, is reveling in every delight of civilization. Just as his life is rising to a gloriously happy climax, sudden, totally unexpected disaster turns it all to ashes. Cassius learns, almost overnight, that betrayal and brutality are not the routes to success. The bitter lesson makes simple the sacrifice necessary to save his father from prison. The ancient and noble Longinus family, on whose coat of arms is a spear, seems to have come to an abrupt and tragic end. Believing neither in the gods nor in men, Cassius lives only to avenge his wrongs.

As a centurion stationed in Jerusalem, Cassius plays a part in the three-cornered struggle between the priestly caste, the hotheads clamoring for liberation from Rome, and Rome itself, represented by the procurator, Pontius Pilatus. Gradually this struggle centers around one figure—a man, widely detested, whom some call the Messiah.

The events and personalities in the world's greatest drama crowd these pages. We move among the Pharisees, the Sadducees in the Temple courts; we are with the bored and bewildered Roman officers, the excitable crowds; in the midst of battle and riot. And we go with exquisite Naomi to her refuge, her house in little Bethany, and with her we feel the wonder of that man so hated, so beloved, so feared, so longed for.

DINGLE, JOHN. *International Chef*. New York 10: E. P. Dutton and Co. 1955. 253 pp. \$3.95. In England at the turn of the century, a young boy resolved he would someday become a first-class chef. This was not an easy choice for someone named John Dingle in the year 1903, for the restaurant and hotel industry had long been a continental monopoly. To make matters worse, this was a monopoly in which Englishmen willingly concurred. An ambition to be a cook was laughable and evoked images of ship's galleys and army barracks. Cooking was not regarded as an art as it was in Europe. John Dingle knew the odds, but he was remarkably singleminded in purpose. He started his career scrubbing floors in the kitchen of a small cafe and today owns one of the finest hotels in the West of England.

This book is the candid inside story of an intriguing profession. It is also a record of the singular accomplishments of an average individual told in an unpretentious, pleasantly humorous style. With his unique background of service in five different countries, he is able to comment on almost every branch of the art of cooking. And from his experience as manager-owner of a variety of restaurants, he is able to tell of the intricacies of ordering, buying, planning, catering and countless other tricks of the trade.

When John Dingle worked in one of the great London clubs where the finest standard of French cooking was maintained, he had the impression that he was working with magicians, not cooks. For instance, *pommes souffles* were served in a basket with a lovely trailing handle, all made from a potato. How to make these

baskets was a jealously guarded secret, but Dingle hunted around until he found the method. From then on, John Dingle was a master of the potato basket. When he had learned all he could from one place, he moved on to another. From London he went to the Riviera, to Lisbon, to Paris, to Frankfurt, and then to New York—all stops along the road to success of John Dingle, International Chef.

DIOLE, PHILIPPE. *The Gates of the Sea*. New York 18; Messner. 1955. 176 pp. \$4.50. Opening up for us a treasury of images, of unexpected and often awesome beauties, Dirole reveals a world which man the land animal can only approximate in dreams. This book is a new interpretation of man's history; an underwater journey which illuminates the nature of man and his works as seen from the point of view of the ocean. As we follow Dirole on his underwater tour of Sicily, we begin to see with new eyes; and the waste of waters with which the author has become so intimate creates an ever-changing window onto the beautiful and the strange.

DOLAN, MARY. *Hannibal of Carthage*. New York 11: Macmillan Co. 1955. 318 pp. \$3.75. Every school child knows how Hannibal crossed the Alps with his elephant corps and then proceeded to march down the Italian boot to the gates of Imperial Rome itself. But very few adults know much more than that about one of the truly epic figures in the history of Western civilization. Amazingly little has been written about the great Carthaginian general, and that little has played fast and loose with the few recorded facts available. In this novel the author has blended scrupulous scholarship and a fine flair for imaginative narrative to provide a portrait of the military genius who was also a fascinating and curiously modern human being—a man of stature, brilliance and bravery, but who very definitely was no plaster saint.

DORIAN, EDITH, and WILSON, W. N. *Trails West and Men Who Made Them*. New York 36: Whittlesey House. 1955. 96 pp. \$2.50. The great story of how we moved West as a nation—crossing the plains, finding our way through the mountains, joining with the Spanish in the Southwest, and settling the country from Maine to California is told. This book is a brief account of the roads and trails by which we went, from the Spaniards who followed buffalo tracks and Indian trails and the French who followed rivers to the Mountain Men and the Conestoga wagons.

The location of each famous trail is given, its history recounted, and the famous people identified who made and use it. A brief account of each is presented with drama and filled with magic names of places and people—the Golden Trail of the treasure-seeking Conquistadores; the Water Trail of Samuel de Champlain founder of New France; Daniel Boone's Wilderness Road through the Cumberland Gap; the National Road, most historic of all Federal highways; the Natchez Trace over which Andrew Jackson and his army hurried to the defense of New Orleans; the Santa Fe Trail, now a trail of steel rails running out of Kansas City; the Oregon Trail, overland route to California, Oregon, and Great Salt Lake; the Chisholm Trail, route of the vast Longhorn herds from Texas to the small frontier town of Abilene.

DOWDEY, CLIFFORD. *The Land They Fought For*. Garden City: Doubleday and Co. 1955. 446 pp. \$6. The Civil War was fought for thirty years before the mounting antagonisms between the sections exploded in the clash of arms. From nullification in 1832 until Fort Sumter in 1861 constituted a long period of cold war, even by today's standards. Men who opposed one another in the opening phases of the conflict had gone to their rewards when the shooting began, and the generation in the South which was to die had not been born when South Carolina first

defied the Union. The quarrel was passed on, like the baton in a relay race, from generation to generation, until the men who settled it in the bloodiest violence had little notion of what had started it.

In this book, the author surveys the gathering storm—the disparity between North and South economically, South Carolina's defiance of the Federal Tariff Act of 1832, the stark horror of Nat Turner's Rebellion and its subsequent harvest of fear, and the conflict between ways of life within the South itself.

In this book we see Davis, Calhoun, Toombs, Stephens, Jackson, Lee—all waiting to take their parts in the tragedy that was to be played out on their own beloved land. From the author's story of the Civil War itself—from Fort Sumter to Appomattox—emerges the unforgettable picture of a young army that grew into the dedicated and valiant force that fought Lee—and for the land of the South.

This fourth volume to appear in *The Mainstream of America Series* deals with the Civil War and its origins as they grew out of and affected the South, as well as the devastating effects of the war on the currents of our society today.

EHRE, EDWARD, and MARSH, I. T., editors. *Best Sports Stories—1955*. New York 10: E. P. Dutton Co. 1955. 336 pp. \$3.50. In this eleventh of the Best Sports Stories are gathered for sports fans fifty-three of the very best newspaper and magazine stories of the year, as well as thirty of the top action shots by news photographers. A distinguished panel of judges—John Chamberlain, Bob Considine, and Quentin Reynolds—have selected the year's prize winning stories. It is interesting to note that the judges received the manuscript from the editors, based on more than 600 entries, with all stories "blind"—no title or author indicated. The three prize-winning stories are: "Golf by Braille" by John Gillooly from the *Boston Record* as the best news story; "The Beautiful Racket" by Jimmy Cannon, from *The New York Post* as the best news-feature story; and "Rasslin' Was My Act" by Herman Hickman from *The Saturday Evening Post* as the best magazine story.

Two photographs shared the award for the best sports photograph: Paul Vathis of the AP for the shot of a catcher and his bubblegum entitled "Little Leaguer," and Frank Lyerla of the *Detroit Times* for his photo of a high-school football team game in the mud entitled "Come Clean Boys." The volume includes the usual lists of champions of 1954 and a "Who's Who in Best Sports Stories—1954," with brief biographical sketches of the writers represented. There are four stories about the World Series and ten others about baseball. Other sports covered are football, boxing, golf, tennis, racing, basketball, hunting and fishing, marathon, hockey, track and field, and six general.

ELLENWOOD J. L. *Questions Parents Ask*. New York 10: E. P. Dutton and Co. 1955. 156 pp. \$2.50. Here is a bright and informative series of questions and answers designed for harassed parents (and all counselors) who are attempting to meet or anticipate the ever-present problems and troubles arising with children from their birth to adulthood. In this mine of good sense and sound advice are provided answers to major areas of conduct and attitudes toward living, including such topics as maintenance of discipline, character formation, restlessness, chores in the home, dating, profanity, leisure hours, vocational guidance, and more than thirty other similarly important topics. In each question and answer the author keeps squarely in the forefront what he feels should be the major objectives and ultimate goals which parents and all others working with young people should attempt to achieve for children: (1) sound physical health; (2) mental alertness; (3) conscientiousness; (4) social acceptability.

ELLISON, J. W. *I'm Owen Harrison Harding*. Garden City: Doubleday and Co. 1955. 250 pp. \$3.50. This is a vastly entertaining and compassionate novel of a critical year in the life of a sixteen-year-old boy. Owen Harding tells his own story, mainly because it's the sort of private thing that nobody else could tell as well. He was a fairly typical adolescent, brought up in an average Michigan town, with no particular talents except a gift for fantasy, a working knowledge of the sousaphone, and a keen nose for phonies. His parents didn't seem to get along too well; his father owned a bookshop and drank too much, his mother was in failing health. But though Owen was gradually becoming aware of his parents as individuals, his chief interest still lays in his friends Pooch, Deacon, and Bill.

Owen's story begins on the first day of high school—a bad day for new freshmen and one heavy with apprehension. The seniors at Cornell High were traditionally bloodthirsty, and Owen and his friends were trying to figure out ways to escape what promised to be a rough time. It proved to be luckier for Owen than for the rest: he met Barbara Alsinger ("That was the first time in my life I'd ever shaken hands with a girl") and felt, even on that first day, that she probably was going to make a big difference in the way things worked out from then on.

ELLSON, HAL. *Rock*. New York 18: Ballatine Books, 404 Fifth Ave. 1955. 144 pp. 35c. A novel of the Harlem streets, depicting its jungle code and harsh pleasures. A Ballatine book.

ENRIGHT, ELIZABETH. *The Moment Before the Rain*. New York 17: Harcourt, Brace and Co. 1955. 253 pp. \$3.50. A mother, in fear and delight, watches her children. An aged couple sits and waits for death. A child's memories secretly return to him in a nightmare. A girl watches her love die as a tree dies. Such are the themes—youth and age—of the eighteen stories collected in this volume. Here are children who take their first tragedy for the end of the world, their first disillusion for the end of everything. Here are the middle aged, who find that even tragedy fades into recollection, that even delight vanishes into boredom. Here are old women who say, "The advance of age is conducted on a very practical basis: almost everything is lost before all is lost."

FARALLA, DANA. *A Circle of Trees*. Phila. 5: J. B. Lippincott Co. 1955. 221 pp. \$3.50. The prairies of Minnesota in 1880 had become the Nielson's new home, and the beautiful Danish countryside they had left seemed far away. In this land of extreme cold and heat, of tornadoes and blizzards, of drought and locusts, the children, Kersti and Gustav, longed for trees, and the father for the sea. This harsh new home had already taken from them their gay and loving mother and had turned Gunnar Nielson into a disappointed, unhappy man.

Then, on an Indian-summer day, a wanderer known as Reilly-O came to the Nielson's farm, a man of deep human wisdom, with an intimate knowledge of Indian lore and the ways of nature. It was Reilly-O who planted for them in the spring the circle of trees—the magic circle, the circle marked out by buffalo in years gone by—Reilly-O who told them how the endless circle was symbolic of life: birth, death and birth again.

Fine Art Reproductions—Old and Modern Masters. Greenwich, Conn. New York Graphic Society, 95 East Putnam Ave. 1954. 548 pp. (8" x 11"). \$6. This anniversary edition is the milestone of a quarter century's endeavor in progressive print publishing. World-wide acclaim of previous editions prompted this new cataloging of reproductions into the various periods and schools of art. The book, containing over 1,600 quality reproductions of which 352 are in full color, presents the story of art history. The pictures are lithographed in monochrome or in four process colors. Each pic-

ture is accompanied by the name of the picture and its printer; the catalog number; the size; the price; and most times, the location of the original. The book also contains a catalog of those pictures available in small prints as well as a guide to selecting and framing pictures, including a glossary; sketches of moldings; profiles; suggestions and illustrations of appropriately framed pictures in a variety of intimate settings. Prices of the prints run from 50 cents to \$20.

FINE, BENJAMIN. *Fine's American College Counselor and Guide*. New York 11: Prentice-Hall. 1955. 429 pp. \$4.95. The author has painstakingly examined the entire American College scene to get the latest information on every aspect of college admission requirements, enrollment procedures, and employment situations in the many careers that are open to young people today. Accompanying the facts and figures is a wealth of interpretive material that sums up concisely the information on degrees, tuition, licensing, job opportunities, employment trends, and hundreds of other pertinent subjects that are of interest when training for a life's work is being planned. Here is a *working* tool for the student, the parent, or the guidance counselor to use in selecting the right *curriculum*, and the *proper* school, from among the thousands of courses and hundreds of schools that offer them—a working tool that quickly brings the *facts* about every American college to your finger tips.

FINCHER, E. B. *The President of the United States*. New York 16: Abelard-Schuman. 1955. 204 pp. \$3.50. The author, in submitting this manuscript to his publisher, said: "Since we cannot stimulate thinking without first capturing interest, I have attempted to illustrate points by constant reference to episodes in the lives of the presidents; throughout the book citing specific instances of significant actions, decisions, ideas of different presidents in the history of the United States." The author first explains who may be president, then goes on to describe the selection of a presidential candidate and presidential elections. In these chapters, the reader is brought into the picture with a discussion of the rights and duties of citizens in connection with the election of a president. Then we move on to the presidential office—its privileges, term of office, law of succession and impeachment. This is followed by a discussion of the powers of the President, and a description of the official family. The final chapter is called "The Presidents on Parade."

FLEMING, WILLIAM. *Arts and Ideas*. New York 17: Henry Holt and Co. 1955. 811 pp. \$10. This illustrated book, containing over 360 fine photographs and numerous drawings, presents the major periods of Western art in terms of architecture, sculpture, painting, literature, and music. Ingeniously integrated, it stresses in each period the significant relationships between the various modes of expression in the light of their social, cultural, and political environment. By delineating the arts as the normal cultural expression of the *Zeitgeist*, the author is, for example, able to present a living picture of seventeenth-century London; *i.e.*, a building by Christopher Wren, an opera by Purcell and Dryden. The author points up the value of this approach: "A given group of artists, while working in their separate fields, are an integral part of a society, living and moving within a certain geographical and temporal center, and collaborating to a greater or less extent Composite works of art, such as cathedrals or operas, are always collaborative in nature and must to a considerable extent have mutual influence Hence in one period of *time*, and in one *place*, the arts of architecture, sculpture, liturgy, and music can share a common constellation of *ideas* in relation to the contemporary social order and its cultural aspirations."

The new processes of sound recording, broadcasting, television, and color photography have produced a revolution in modern times comparable to Gutenberg's

printing press. Works of art and music that formerly were remote and unapproachable have suddenly become household facts.

FLETCHER, INGLIS. *The Scotswoman*. Indianapolis 7: Bobbs-Merrill Co. 1955. 480 pp. \$3.95. The author here returns to the period which in the memorable *Raleigh's Eden* and *Toil of the Brave* yielded such rich story. That is to say, this is a novel of the American Revolution and more particularly of its regional origins and first conflicts. It painfully and dramatically restores one of the most romantic but least known episodes in our early history. For this is the American story of Flora MacDonald, whose Scots valor and feminine compassion once saved the fugitive Bonnie Prince Charlie. Though the famous thrills of that episode in the Hebrides are freshly illuminated here, the story centers in the North Carolina sequel—an almost lost chapter of American history which is even more moving and more revealing of Flora's nobility and brave resolve.

As always in an Inglis Fletcher novel, action, adventure and romance abound. Sword-play, a storm at sea, an attack by pirates, political intrigue, the hazards and difficult choice faced by Scots clansmen who are torn by conflicting loyalties in an alien land, two love stories played out against the background of the tensions and passions of revolution, the grand climax at the battle of Widow Moore's Creek Bridge—these are elements in a plot that integrates fiction and history.

FLEXNER, J. T. *Gilbert Stuart*. New York 22: Alfred A. Knopf. 1955. 216 pp. \$2.50. Gilbert Stuart, painter of George Washington and other founding fathers, at one time regarded in England as the probable successor of Sir Joshua Reynolds, once shuddered away from a self-portrait he had started to please his bride. Here is the portrait the artist himself could not face, made as he would have made it, frank, without flattery, profound, and soul-stirring.

Born in poverty in Rhode Island, Stuart became through his art the intimate of the great of two continents. Yet he never abandoned his disdain for worldly rank, his fascination with character. He made huge sums in England, but spent even more in dissipation. Prison yawned for him, and he fled his creditors. During thirty-five American years, he painted with brilliance, creating a unique portrait manner. His rank as an artist was never questioned, but his nerves would not quiet. He drank, fought with his wife, and tortured his children. He died as he had lived; famous and bankrupt.

FRANKL, LEE. *Easy Home Repairs*. Indianapolis 7: Bobbs-Merrill Co. 1955. 144 pp. \$3. This book is for everyone who wants to make his home a better place to live in by improvements, repairs or additions—and do it with the greatest ease, least expense, and most fun. Everything one needs to know is here. It begins by telling how to analyze family's needs and goes on to give detailed instructions in individual sections on Woodworking and Carpentry, Interior Work, Exterior Work, Plumbing, Heating and Electricity, Home Expansion and Painting.

For problems and projects ranging from a dripping faucet to a new wing expansion, this book offers specific information, step-by-step explanation in words and illustrations. Text and pictures are designed to work together to give a fast, accurate, and complete understanding. For instance, among other things one learns the right way to lay out a carpentry job, how to use power tools correctly, how to lay a new floor or repair a loose window sash, what the procedure is in reroofing with asphalt shingles, rules for locating circuit troubles in wiring, what to do about a masonry job, the sure method of mixing paints and preparing a surface. Literally hundreds of similar topics are covered in a way that won't let one go wrong.

FRANKLIN, F. K. *The Cleft in the Rock*. New York 16: Crowell Co. 1955. 254 pp. \$3. For thousands of years the Rock had crouched like a lonely wind-swept monster in the Bering Sea. Across its center ran the wound that would one day bring its doom, a deep volcanic cleft in its solid wall. The wild, hard men of the construction crew, and their sadistic foreman, Sardel, came to the Rock to do their dangerous, highly paid job of building a bridge across the ravine like cleft and then move on. Max Bregman had come in desperation, a sensitive and civilized man trying to escape in a primitive life an emotional climate he had found unendurable. The other men were as elemental in their natures as the winds that blew constantly across the Rock. Their pleasures, week-end orgies at Sag Bay, were as rough as their work. It was only Mac who found among the women of Sag Bay someone who touched his heart.

FULLER, J. F. C. *A Military History of the Western World*, Vol. 2. New York 10: Funk and Wagnalls. 1955. 571 pp. \$6. This volume, which carries the history of warfare in the Western world from the time of the fateful confrontation of two aggressive maritime powers, Spain and England, to the close of the Napoleonic era, continues the panoramic sweep and incisive analysis which made the first volume of the author's trilogy a landmark in modern history writing. A hundred of its pages describe the series of struggles, small and large, which accompanied the growth of colonial America and culminated in the Revolution: "A new nation, in potentials rivaling all the nations of Europe combined, was added to the Western world, and a great empire, possessed of a new imperialism, was born, which in a little over a century was to take its place among the world's great powers, and a half century later still, in wealth and might exceed them all."

GASKIN, CATHERINE. *Sara Dane*. Philadelphia 5: J. B. Lippincott Co. 1954. 448 pp. \$3.95. Here is an unforgettable woman. A woman as strong and as beautiful as the raw new country she helps to carve from the wilderness. A woman of fierce pride, yet gently devoted to her children, and possessed with an undying vision about the future of her land, Sara Dane epitomizes the heart of her untamed country—Australia. Set in the colorful days of the late eighteenth and the early nineteenth centuries, *Sara Dane* unfolds the history of New South Wales, from its beginning as a penal colony to the day when it could lift its head in contentment and peace.

From the day in 1792 when young Sara, savagely sentenced in England to transportation on a trumped-up charge, came ashore at Botany Bay, until the day she returns triumphantly wealthy and prominent to her native London, her story rings with the fire of a great passion. Sara's story is also the story of the men who loved her—Richard Barwell, her childhood love whose possessiveness followed her thousands of miles; Andrew Maclay, whose strength and cunning combined with hers to produce an empire; Jeremy Hogan, the Irish rebel, whose presence meant security as Sara faced the crises of convict outbreaks, giant floods, and armed rebellion with resolution. And then there was Louis de Bourget, the mysterious French emigré, whose love for beauty and order brought a peace to Sara's life she had thought impossible. But throughout her life, Sara held to her own personality tenaciously. All of Sydney knew her as a shrewd businesswoman, magnificent, unconventional—but above all, a woman.

GHISELIN, BREWSTER, editor. *The Creative Process*. New York 22: New American Library of World Literature, Inc. 1955. 256 pp. 50c. Thirty-eight persons explain how they actually begin and complete creative work in such fields as art, literature, and science. A Mentor book.

GILMAN, LASELLE. *Sow The Wind*. New York 16: William Sloane Associates. 1955. 251 pp. \$3.50. This novel of the Far East is a book of sharp contrast, tense adventure, and rather unorthodox romance. It is set in a new trouble spot of the Orient—the Indonesian island of Sumatra, just emerging into independence after years of Dutch rule. The story opens in peaceful Tandjong Saba on the Sumatran East Coast. This quiet port is capital of the official government. Anyone traveling to the Moeara District must pass through. And so it is that a small group of dissimilar people are gathered in Tandjong Saba when the first rumor of revolt is spread.

Native-born Piet Luyks, who has taken over official direction of the affairs and destinies of the Moreara District, is forced to show his strength—if any. Mynheer Klaassen, the disgruntled Dutchman who had previously governed, longs for a chance to regain some authority. Jeff Boyne, the tough, embittered American engineer who has a job upcountry is determined to get through. Only Greta Callendar, daughter of a beleaguered English planter, feels instinctively that things have gone too far for any formal protest. Abruptly these four become central figures in the whirlwind of revolt—a crazy revolution ricocheting through the teeming jungles of the interior—bringing a frightening glimpse of another world.

GOLDMAN, IRVING and HANNAH. *First Men, the Story of Human Beginnings*. New York 16: Abelard-Schuman, Inc. 1955. 188 pp. \$3. In all their discussions, the authors relate the lives and the tools of the primitive to our own. Not only do we read about these first men—and their families and their lives—but also about their tools and their art (which was magnificent); and we learn how the first cities came into being. All of the early civilizations are covered in most of the countries of the world, ending with the American Indian.

GRAVES, ROBERT. *Homer's Daughter*. Garden City. Doubleday and Co. 1955. 283 pp. \$3.95. The author turns his talent for making the past come alive to a classic tale from the Odyssey. The story of "Nausicaa and the Suitors" is the framework for this new novel, and by letting Princess Nausicaa tell the story in her own words he gives a vivid "you are there" account of the events that took place in the faraway kingdom of Elyman. Colors, sounds, and fragrances, as Princess Nausicaa records them, make that ancient day in Western Sicily as lively and immediate in excitement as a novel of present-day Rome.

GREENE, MARGARET, editor. *World Upside Down*. New York 10: Friendship Press. 1955. 116 pp. \$2. The stories in this book tell about teenagers and their friends who live in seven different countries and whose world too often seems upside down. Some of them know what it means to have no home and not enough to eat; some have little chance to go to school and prepare for the things they want to do when they grow up. Some live in countries taken over by the communists; some, in countries that have just begun to work out democracy. All face different situations, and what they do about them will hold your interest to the last page.

GRIFFITH, FRANCIS; NELSON, CATHERINE; and STASHEFF, EDWARD. *Your Speech*. New York 17: Harcourt, Brace and Co. 1955. 512 pp. \$3.36. The authors have attempted to make the text functional, basing the activities largely on everyday speaking situations in which all or more of the students are likely to be taking part, both now and in the years immediately ahead. They have attempted to write it with one eye and both ears on the high-school reader, both in their selection of material and in the style in which their own comments are written. That is why they begin with the pupil in the classroom and the speech

situations which he encounters there, then move out into ever-widening circles in which the student needs speech effectiveness. The technical material on voice and diction—that material which is used more often to correct the problems of individual students—has been placed in the back of the book in the section entitled, "A Handbook of Voice and Diction." Following the handbook there is a section of audio-visual aids and a bibliography. Both of these are included for the use of the teacher rather than the student.

No teacher could cover all of it in one semester without considerable haste and compression. The teacher who has a year to spend on high-school speech may well find enough material for both semesters. The instructor who prefers to use only certain activities or certain parts of the longer activities will find the organization of this book lends itself to selection and re-grouping. Each of the 31 chapters contain specific, constructive suggestions about everyday speech situations. The book has 50 humorous line drawings together with 85 halftones, all of which should appeal to students and teachers alike.

GRINGHUIS, DIRK. *The Young Voyageur*. New York 36: Whittlesey House Book. 1955. 202 pp. \$2.75. A colorful group of traders, Indians, and soldiers march through this story of a boy who runs away to join the famed *voyageurs* and lives through captivity by the Indians. Fort Detroit, that summer, seemed much too quiet for Danny O'Hara. The French had given up the Northwest Territory to England, and it seemed as though peace had come at last. But Danny longed for adventure. He lives with his parents on a small farm, but he yearned to join his friend Jacques Le Blanc, black-bearded voyageur, on the trek north to the land of the Great Turtle.

How Danny accomplished this and how he found himself captured in the massacre of Fort Michilimackinac by Chief Pontiac's warriors make thrilling reading. Based on historical fact, this story is rich in detail of life among the *voyageurs* and the Indians during those years following the French and Indian Wars. To read it is to share with Danny some of the problems facing a young boy forced to grow up in an era where only the strong survived.

GROSECLOSE, ELGIN. *The Carmelite*. New York 11: Macmillan Co. 1955. 301 pp. \$3.75. The Carmelite friar, Juan Thaddeus, whom the Pope sends on a quasi-diplomatic mission to the court of the legendary Abbas the Great, Shah of Persia, is a man of great courage and determination. He has to be, for his mission is both dangerous and delicate; to win freedom from persecution for the Christians in that heathen land and to spread the glory of the Gospel. His chances of success hinge on the unpredictable personality and disposition of the Shah himself, an intelligent and imaginative ruler but a barbarian at heart, subject to violent fits of jealous rage and capable then of monstrous cruelty. Abbas is strongly attracted to the lovely Princess Shamala, his niece, who resists his advances and becomes Fray Juan's first convert. A desperate struggle is personified in Shamala—a struggle between the demands of the body and the desiring of the soul, between the material power of an earthly king and the spiritual power of the King of Heaven.

GROSS, FRED, editor. *How To Work with Tools and Wood*. New York 20: Pocket Books, 630 Fifth Ave. 1955. 216 pp. 25c. Provides the beginner or student with basic knowledge in an easy-to-understand way. Those already skilled will find it a handy reference for sizes and varieties of tools and a practical source of helpful hints on woodworking. It contains a checklist of tools essential for the home tool chest with complete instructions on their use and care. Basic steps in carpentry, including the selection of lumber, the drawing up of designs and the use of finishes, are explained in simple terms. There are also descriptions of more complicated

tools and plans for various more advanced projects in carpentry, such as hanging a door and making a ping-pong table. The book is illustrated with over 400 diagrams of tools and steps in woodworking.

GUILER, W. S., and COLEMAN, J. H. *Reading for Meaning*. Phila. 5: J. B. Lippincott. 1955. 56 pp. each of 9 booklets. 88c each. This is a series of nine workbooks, for grades four through twelve, designed to improve both speed and comprehension in reading. Each workbook is easy enough to be used in the next lower grade. Experimental research shows that there are six basic skills upon which effective reading depends. These skills are related to (1) word meanings, (2) total meaning, (3) central thought, (4) detailed meanings, (5) organization, and (6) summarization. Books 4 and 5 concentrate on the first four of these skills; books 6, 7, and 8 provide activities which involve all six of the skills.

Prior to its initial publication, and then again before the current revision, all of the reading units were subjected to extensive classroom testing. Over 2,500 pupils read more than 35,000 selections, took the accompanying tests, and reported their reactions. Only those selections which the pupils reported interesting, within their general areas of comprehension, and significant in their content were included in the series. *Reading for Meaning* is a reading improvement series available today which will meet the common needs of a large number of pupils. It fits into courses already offered, does not require a separate course, and provides for active participation by every pupil.

There are 24 units in each workbook, with two preliminary units included at the front of each workbook. All of the units, requiring objective answers, may be graded easily and accurately. Further, complete directions for teaching the program are included in the *Teacher's Manual* along with all of the answers to the questions within each unit. Once the general pattern has been mastered, even the longest unit will require no more than 22 minutes to complete.

HALL, T. S., and MOOG, FLORENCE. *Life Science*. New York 16: John Wiley and Sons. 1955. 512 pp. \$6.50. This college textbook of general biology is a teaching tool for college. Every aspect of the text has been designed with an eye to increasing its pedagogical value. It has features that distinguish it from many books of its kind. It presents science as an activity rather than mere information by presenting, wherever possible, the experimental evidence. It stresses natural history and devotes attention to animal behavior, keeping the material in perspective through surveys of the work of such scientists as von Frisch and Pavlov. It reflects the current emphasis in biology on physiological rather than purely anatomical aspects of the organism. It outlines human implications—though never to the extent of detracting from the essential purpose of biological study. Man is often selected as the subject, but his position is never exaggerated. It gives a unique treatment of the adventure of science through the years in its efforts to understand the nature of organic evolution. The written material is supplemented by nearly 500 illustrations, most of them specially prepared for the book. The book is organized into eleven chapters with the following titles: The Cell, Life on the Unicellular Level, The Evolution of Plants on the Land, Adaptations of the Invertebrates, The Vertebrates, Mechanisms of Response, Mechanisms of Maintenance, Infection and Immunity, Reproduction, The Origin of Species and Organism and Environment. The authors have endeavored to give in parts of this book what may be called the narrative biology; that is, the efforts of observation, speculating, and verification through which biologists are gradually forging an increased understanding of the living organism. Early in most chapters a basic problem, or group of problems, is indenti-

fied, and the materials of the chapters are arranged partly to show how solutions to these problems have been and are being sought.

HANDLIN, OSCAR. *Chance or Destiny*. Boston 6: Little, Brown and Co. 1955. 230 pp. \$3.75. As we look back over the American past it is possible to recognize a series of great achievements, turning points which were crucial in our development and as a result of which we became the world power we are today. Historians of the nineteenth century believed that God's will was "visible in history"; they argued that our development was the result of "Manifest Destiny." In our time the search for cause and effect takes a different approach.

In this book, the author, winner of the Pulitzer Prize for history in 1952, had made an analysis of eight of the greatest turning points in American history. Here, in a series of related panels, are the accidents and the deliberations, the leading personages and the unpredictable decisions in foreign capitals which, taken together, have again and again determined our future. Admiral Rodney's inexplicable order to send his big ships home, and the storm which arose in Virginia as Cornwallis began to escape; the fact that Napoleon's invasion fleet was frozen fast in a Dutch port and the effect this had upon our Louisiana purchase; the explosion of a gun on the U.S.S. *Princeton*, killing our Secretary of State in the very week when he was negotiating for Texas; the reasons which prompted the Russian proconsul to abandon his fur trade in Alaska—these are a few of the big "If's" which the author examines in this terse and speculative chronicle.

HARTWELL, NANCY. *Dusty Cloak*. New York 17: Henry Holt and Co. 1955. 226 pp. \$2.75. For as long as she could remember, Candy's one dream was to become an actress. All through her childhood she had been urged by her mother to absorb all she could of music, dancing, and painting so she might have the chance her mother never had to become a success in the theater. One of the most valued things her mother gave her, however, was the long, black broadcloth cloak, once worn by an old-time actress, which symbolized all the glamour and grandeur of the world of the stage.

It is thus equipped that Candy arrives in New York from her home in California, determined to make a name for herself on Broadway no matter how long it takes. She settles into a "cold-water flat" in Greenwich Village, with three other friends, also trying to find their place in the theater and starts the slow, difficult search for that "first rung" on the ladder of success.

Fran, her roommate, urges her to accept a job "spotting" in a restaurant to supplement her small savings, and also opens a few doors for Candy into the often inaccessible inner offices of the Broadway producers. But Candy works hard and lets no opportunity, however small, slip by her and before long she finds herself a part in an off-Broadway show. She finds, too, that friends are all-important for a would-be actress, and her favorite evenings are those given over to reading scripts with fellow students. There is Fran, a sensible, serious girl who seems destined for the theater and whose deepest belief is "hard work." And Toby, the youngest actor in whom Candy finds a kindred spirit and to whom she looks, at first, for guidance and encouragement. Then there is Chris, who represents a life of security but who vows he will never marry an actress. Candy's real test comes, however, when she must choose between the chance for a small part in a movie and the knowledge that her father, whom she adores, is ill and needs her. How she decides this problem is the real climax of the book.

HEISER, A. H. *West to Ohio*. Yellow Springs, Ohio: Antioch Press. 1954. 231 pp. The author's early childhood brought him in touch with many pioneer

usages—old-fashioned fireplaces, wood piles and wood boxes, ash hoppers for making lye for use with refuse fat for "soft soap," candles, loom-woven and hand-braided rag rugs, quilted bed covers, butter churns, spring houses, and the like. It is out of this experience she was impelled to learn more about our pioneer ancestors and about her own regional history. First she wrote newspaper articles about the early history of the town and country. Then she began to go farther afield. As a result, after many years of searching, reading, and studying, this book was written about the things she had discovered and learned. The book is about life in Ohio in pioneer days. It is the story of the Miami Purchase and of men and women who dreamed of new homes in southwestern Ohio—a story of loneliness, hope, and high courage.

HENLEY, N. M. *The Home Place*. New York 1: Vantage Press. 1955. 192 pp. \$3. This is the story of "how they lived" down on the Home Place in the eighties and nineties. In Scotland County, North Carolina, the hardy descendants of Scottish Highlanders were raising their crops and their children, were meeting the challenges of changing times, and were enjoying a truly full life. The author recalls facets of the daily farm, family, and community life. She tells how the land was cleared and farmed, how the houses were built and furnished (and how they were really *used*, how the birthings and the burials took place, how the children studied and what they read in those dim days before either progressive education or comic books.

HENRY, WILL. *Who Rides with Wyatt*. New York 22: Random House, Inc. 1955. 252 pp. \$3. This is a story of empty lives and harsh loneliness—and of the last of the great lawmen. "It was all guns and raw guts; All stage stick-ups and cattle run-offs and posse dust; all deputies' badges and sawed-off shotguns and sudden blood on Allen Street." For this was Tombstone, and he was Wyatt Earp, greatest gunfighter of them all. A tall, blond man with fish-blue eyes and a sun-gold mustache. He came from Dodge City, Kansas, and he arrived in Tombstone as first deputy, riding on the stagecoach instead of on his big red horse. He did his job in stark loneliness, spurned by the only woman he ever loved, and in the end was betrayed by the "good" citizens whose best interests he had served.

In these pages Will Henry has set down a simple accounting of certain legendary happenings in the southeast Arizona Territory, and in Tombstone, the toughest town of that wild and dangerous era—of the men and women who were both friend and foes, and in between, and of the heroic gunman, Wyatt Earp, and his long barreled Cavalry Colt .45.

HOFFMAN, CALVIN. *The Murder of the Man Who Was Shakespeare*. New York 18: Julian Messner, Inc. 1955. 252 pp. \$3.95. In a small room, in a suburb of London, four men sat drinking. After a while, an argument started over the reckoning. There was a scuffle. Knives flashed. When the panting and the cursing subsided, one man lay dead upon the floor, a dagger in his brain. The time was 1593; the place was Deptford, England; the murdered man was England's greatest poet-dramatist, Christopher Marlowe. The result was a quick, quiet, inquest, with the murderer pardoned on a plea of self-defense.

Now, almost four hundred years later, Calvin Hoffman unravels the tangled skein of the greatest imposture ever practiced. Marlowe was not murdered. Indeed, the murder was a put-up job; a real-life play, staged for the benefit of the authorities. Its purpose, he states, was to spirit away Marlowe, whose atheistic sentiments, and general mode of living, were driving him to the stake. Marlowe's protector, Sir Thomas Walsingham, chose the only way he could to save the life of his protégé Marlowe spent the rest of his life in exile, a living-dead man, who could not even

put his name to the plays and poems he continued to write. Instead, the author contends, they were published under another name; a convenient front: William Shakespeare, actor, and member of the Globe company.

HOGG, BETH and GARRY. *The Young Traveler in Norway*. New York 10: E. P. Dutton and Co. 1955. 224 pp. \$3. Mark and Martha's father is an exchange professor at the University of Oslo, so now the two teenagers go to live with the Johansens and their son and daughter, Knut and Astrid. The four young people like one another at once. First there is fun exploring Oslo, learning about bus and subway fares and the ski equipment which is a permanent part of most transportation facilities. They are impressed with the Norwegians' great love for fine paintings, and with Norway's history and its place in the world of music and literature. School days are fascinating, the term broken by a trip to the mountains and the finest youth hostel, Birkebeiner's, where Mark and Martha learn how little they actually know about skiing! Christmas is gay with a tremendous feast and gifts for everyone; and then the jolly Norwegian New Year's Eve celebration which the young Americans know they will never forget. When finally they sail for home after a Norwegian Independence Day Festival and a dramatic Midsummer's Eve celebration they agree that "When we return, we'll know how wonderful this land really is!" An unforgettable story of a beautiful country.

HOLBROOK, S. H. *Machines of Plenty*. New York 11: Macmillan Co. 1955. 256 pp. \$4. The author concentrated his knowledge and his talent on an important aspect of our national life—the American rural scene and the farmer who feeds the nation and a good part of the world. The development of the giant farms of the West, the revolution in farm machinery and methods, as well as in the farmer's life—these are the elements of one of America's greatest achievements. With the drama, authority, and realistic detail that distinguishes him as an interpreter of the changing American horizon, the author has recounted the role of such pioneers as Jerome I. Case, who contributed so much to the gradual mechanization of American farming. The attainments of American agriculture, as he vividly shows, were not made without human struggles reflecting the growth of our national personality. Here are salesmen striving to overcome the farmers' suspicion of "new-fangled gadgets"; women toiling to prepare five meals a day for immense threshing crews.

HOLLAND, MARION. *Billy's Clubhouse*. New York 22: Alfred A. Knopf. 1955. 192 pp. \$2.50. There was never a day without a crisis for Billy Kidwell and Fats Martin—if they weren't resolving one, they were creating one. But the day the *for sale* sign was posted on the vacant lot where they played baseball gave them a real jolt. It didn't take them long, though, to think up effective ways to discourage all interested customers. First thing was to "borrow" some odd boards from Cousin Alma's old chicken house, then do a quick job of nailing them together into what could be called a clubhouse. Of course, that meant that the boys had to have a club, but if you have a ball team you might as well have a ball club, so that was easy. Best of all, the clubhouse did anything but enhance the view, and then Billy got the bright idea that all the boys who had musical instruments—like the clarinet and the accordion—could practice there while he played by ear on his father's bugle. In the midst of all this the boys still had the big game with the South Side team to worry about—but you must read the story to know how that turned out.

HUGHES, R. O., and PULLEN, C. H. W. *Eastern Lands* (1954. 507 pp.), *Western Lands* (1954. 480 pp.). Boston 8: Allyn and Bacon. *Western Lands* is a fusion text. This book with its companion text, *Eastern Lands*, rounds out the two-

year cycle of the basic social studies. *Western Lands* blends the essential history, geography, and civics of the Western Hemisphere, while *Eastern Lands* does the same for the Eastern Hemisphere. The two texts thus present, in parallel fashion, all the major nations of the world. *Western Lands* paints its vivid picture on an unusually large canvas. The pioneers of Canada, the founders of the United States, and the liberators of South America, all come to life. Lively details of everyday work and recreation help to make real the stirring ideals, dreams, and heroism which have produced the New World of the two Americas.

This integrated course brings together naturally related subjects. It offers, moreover, a very definite easing of the curriculum load to most schools. In short, *Eastern Lands* and *Western Lands* provide a single, comprehensive program. Each of the two books has a companion workbook. Finally, there is a *Teacher's Manual* for each basic text and for each workbook. Teachers and pupils will find the interpolated questions throughout the books a special aid. These questions focus the pupil's need to make value-judgments on the facts presented to him. The texts have a wealth of activities at the end of each Unit. These are especially valuable to the teacher whose classes present a wide range of individual differences in pupils' abilities and interests.

No effort has been spared to make the design of this book suitable to its use in every way. A short reading line and the functional typography insure easy reading and freedom from eyestrain. The effectiveness and interest of the illustrations speak for themselves. By drawing upon varied and unusual sources, the authors have given an appreciative introduction to the culture—both spiritual and material—of North and South America.

HULL, ELEANOR. *The Turquoise Horse*. New York 10: Friendship Press. 1955. 141 pp. \$2. This is the story of Yazi, a Navaho boy, who lives in the desert lands of the Southwest where once rode the legendary turquoise horse "that carried the sun across the blue sky." Yazi thrilled at the prospect of going to Ganado Mission School where he will play football and basketball and study and have many new experiences. Brought up by Christian parents, Yazi thinks he has rejected old Navaho customs and superstitions. Yet these superstitions pop up (Yazi even makes use of one to find a runaway boy) and cause conflicts that are not resolved until the very end of the story.

TURKIN, HY. *The 1955 Baseball Almanac*. New York 20: Pocket Books, Inc. 1955. 306 pp. 35c, also available in a \$3 cloth-bound edition from A. S. Barnes and Co., 232 Madison Avenue, New York 16. This book contains official up-to-date rules and averages and facts about famous players and events. Day-by-day highlights of 1954 include play-by-play accounts of the World Series games. There is a complete schedule for 1955, with data on ballparks, a radio and TV guide and a listing of personnel of major league clubs and the Baseball Writers Association. Tips on figuring averages, interpreting a box score, and playing are provided for the novice enthusiast; and there are thousands of other facts and figures for anyone who wants to increase his knowledge and enjoyment of the game.

INGRAHAM, R. P. *No Smoking: A Sign of the Times*. San Antonio: Naylor Co. 1955. 62 pp. \$2. A sign—says the author—to better and more practical living, and good health in greater abundance, in a book designed, as its dedication clearly states, "for those who yearn to quit the weed." Indications are that this takes in a considerable and ever-increasing segment of the population—and to this class, individually and as a whole, the author's message is directed. This volume is not concerned with mere yearning—it goes a step farther by telling the reader how, and sometimes

when, to translate his desires in decisive action. For the habit that will break your health and your pocketbook can itself be broken—irrevocably, says the author. He charts your course in a delightfully illustrated book for the smoker with a genuine regard for his future well-being.

JACOBS, BRUCE, editor. *Baseball Stars of 1955*. New York: Lion Books, 655 Madison Ave. 1955. 192 pp. 35c. This book contains inside stories of 30 famous baseball players. In addition the book contains a composite World Series score, the life-time records of batters and pitchers in both leagues, sketches of 15 major league managers, and new major league records established in 1954.

JAFFE, BERNARD. *New World of Chemistry*. New York 3: Silver Burdett Co. 1955. 687 pp. \$4.16. Largely rewritten, newly designed, and newly illustrated—including a full-color cover—this 1955 edition utilizes the latest techniques of contemporary publishing. The result is a colorful, clear textbook which should stimulate the pupil and meet the needs of the teacher. More than 100 pages on theory give the student the necessary background for future college work. At the same time, the book provides the proper balance of practical applications which every pupil will use in everyday life. In this book, each new topic is contained in an independent chapter. These chapters may be “lifted out” and fitted into the teacher’s individual plan. This flexibility makes the text workable in any high-school chemistry program.

Short, to-the-point sentences get complex ideas across to the pupil. Large, clear charts and tables are set into the text where they logically belong. New typography and format bring further clarity to the text. Color is used functionally to give impact and emphasis to important tables and illustrations. New strides in chemistry are incorporated—not at the end of the chapters but throughout the text. New photographs illustrate new processes and advances. Material for the pupil at the end of each chapter is easy to read, easy to understand. Review questions are in logical divisions corresponding to sections in the chapter. A special end-of-chapter section is provided for the more able student. Suggested projects and activities for the pupil have been tested for safety so that no pupil risks injury in dangerous experiments. The book also places emphasis on the historical growth of chemistry. It gives the high-school pupil an awareness of how chemistry has contributed to man’s cultural development.

JENNINGS, O. E. (text), and AVINOFF, ANDREY (illustrations). *Wild Flowers of Western Pennsylvania and the Upper Ohio Basin*. Pittsburgh: Univ. of Pittsburgh Press. 1953. Vol. I, 651 pp.; Vol. II, 16 pp. + 453 pp. of full-page pictures with text describing each. (Page size $10\frac{1}{2} \times 14$) \$60 per set of 2 volumes, less a 20% discount to libraries. This is a comprehensive study of a single botanical region—Western Pennsylvania and the Upper Ohio Basin. The publication of this set was made possible by a subsidy of the Buhl Foundation of Pittsburgh. Volume I contains 600 pages of accurate information for about 2,200 species, including family and genera, ecology, national and international distribution, keys, and descriptions to identify the plants. The text is illustrated with 146 range and distribution maps and is indexed.

Volume I also contains 75 introductory pages covering soils, climate, physiographic and typographic history, plant geography, the historical development of botany in the region, a glossary, a gugetteer, a list of collectors and authorities, a systematic list of plant families, a key, and a bibliography. The introduction also includes four maps—a rainfall map, a growing season map, a soils map, and a topographical and geographical map. This volume represents the lifework of O. E. Jennings—more than

fifty years of intensive study in the field, gathering, collecting, identifying, and labeling about 2,200 species. Dr. Jennings is a botanist of national and international reputation. His peers and colleagues praise this work as probably the most comprehensive scientific study ever made of a single botanical area.

Volume II contains reproductions of 200 superb water colors, 253 plants which Andrey Avinoff painted, life size and faithful in every respect, from the living plants selected by Dr. Jennings. The flowers are painted as they grow, not as specimens in a herbarium; the colors, lovely and delicate, are true to the growing plant. Each picture has a legend which appears on a separate page opposite the picture. These have been written by Dr. Jennings. They are simple, informal descriptions of the plants and tell where they were gathered.

These two volumes are not only outstanding for their authentic and comprehensive information but also for format and binding. The text is printed in beautiful monotype Janson. The 200 water-color drawings have been beautifully reproduced in full 3-color sheet-fed gravure. The text paper was made especially for the book. The descriptions of the flowers facing the water-color illustrations are printed on linen bond, also made especially for the book. This edition was limited to 3,000 copies. This set of volumes will not only be an attractive addition to any library, but it will also be found especially valuable as a reference source in the library of any high school which offers rich resources for those botany students who are keenly interested in wild flowers—no matter in what part of the United States they live.

JESSEL, GEORGE. *This Way, Miss*. New York 17: Henry Holt and Co. 1955. 247 pp. \$3.50. Every season brings another book by a celebrity of stage and screen "as told to" a professional writer. Mr. Jessel preferred to write this book himself—every word of it. As he says: "No one will have any doubt of it after reading the first page, but that is the way I want it." Mr. Jessel may not be the best-known actor in the country, but there is no more popular toastmaster. He is also famous for his funeral eulogies and his tributes to the famous ones of the theater, all good friends of his, whose passing he has honored.

This is a book on many subjects, both hilarious and sad, and is in the form of advice to his daughter, Jerilynn. It is concerned with George Jessel's thoughts on life in general and the events in his own life since the publication of his book, *So Help Me*, which was a best seller more than a dozen years ago. *This Way, Miss* is enriched with one intimate episode after another—asides on the famous people in show business by a man who has been around for a long time and has many unusual things to say.

JONES, K. M. *Heroines of Dixie*. Indianapolis 7: Bobbs-Merrill Co. 1955. 460 pp. \$5. On the long, long shelves of history, memoirs, biography, and journals that describe the years of secession there has never been a book like this—the story of the war told by the Southern women who lived through it, told chronologically in their letters and diaries, told by the rich, the poor, the young, the old, the educated, and the ignorant, from the secession of South Carolina to the field of Jefferson Davis. Here they all are, wives of generals or privates, nurses, spies, smugglers, government clerks, refugees, mothers, sisters, sweethearts of their "dear, dear men in gray." In the big house or the log cabin, in city or countryside, they wrote out their hearts, their tender, proud, gallant, devoted, broken hearts, in a record blotted by tears. They "made courage from terror and bread from bran." Such were the heroines of Dixie.

A young girl of fifteen from a plantation of three hundred slaves watched proudly the secession convention of Florida addressed by "the Ambassador of South Caro-

lina." A few years later she is prouder still of her ingenuity as she spins and knits for the soldiers, and plait slippers out of cornshucks for her little bare feet. Mrs. Robert E. Lee flees Arlington. Morgan the Raider wins his bride. Sallie Pickett marries her General. "Stonewall" Jackson's wife watches by the deathbed of her heroic husband. In besieged Vicksburg, ladies keep house in caves, shaken by the artillery, hardened to the sight of shells and whine of bullets. A volunteer nurse learns that even hated Yankees may be suffering human beings to be tenderly cared for. A refugee, gently bred, with her two little boys finds shelter in a bare cabin. There she lies with her newborn child when one of the boys runs in: "Oh, Mammy, an old gray soldier is coming in!" The old gray soldier stands and looks at her, leaning on his saber. "Is this the reward my country gives me?" he says; and not till he speaks does she recognize her husband.

Bright hopes are tarnished like the bright flags, sewed proudly by loving fingers; but here and there joy is snatched for a moment from sorrow. An exchange prisoner returns for a short, happy interval to his sister, a young school teacher. A farm girl guides Forrest's troops to safety. In Richmond, the girls waltz and flirt to the end, though faint from starvation. But in Georgia and South Carolina, families are fleeing from burning houses. And a woman, trying to work her little farm alone for her children, sends a cry for help to her husband in the army that rings in our ears across nearly a century: "I don't want you to stop fighten them Yankees till you kill the last one but try and get off and come home and fix us all up some . . . my dear, if you put off a-coming t'wont be no use to come for we'll all hands of us be out there in the old graveyard."

So perished the lost cause, but in this book it lives again. Yet it is not merely for devotees of those terrible days. It is a book to be read today by all Americans who must face the threat of total war, who may see in this record an example, as Matthew Page Andrews said, ". . . of achievement, endurance and self-sacrificing devotion that should be revealed and recognized as a splendid inspiration to men and women everywhere."

KOHN, HANS, editor. *The Mind of Modern Russia*. New Brunswick, New Jersey: Rutgers Univ. Press. 1955. 310 pp. \$5.50. "I believe that there is justification for the fear of Communism which the Russian government begins to feel. Communism is the Russian autocracy turned upside down." So wrote Alexander Herzen in 1851, sixty-six years before Lenin's revolution closed the door on Russia's golden age and separated her from the West. The period from 1825 to 1917 saw Russian cultural life flower under Western influence, even while intellectuals argued about her relationship to the West. Both the Slavophil and the Western points of view were defended by the most important thinkers of the day, and in their great debate lies the background for an understanding of the USSR, its ideology and political ambitions. The selections in this volume represent the heart of that great debate. Among others, here are Chaadayev on Russia's place in universal history; Pogodin on the Slav and world mission of Russia; Belinsky on progressive Russia; Chernyshevsky on radical Russia; and Lenin on Russia and the Revolution.

KOKERITZ, HELGE, editor. *Mr. William Shakespeare's Comedies, Histories, and Tragedies*. New Haven: Yale Univ. Press. 1954. 935 pp. (8½ x 11). This facsimile edition makes it possible to own a copy of one of the greatest books ever printed, the First Folio of Shakespeare's plays, issued in 1623. It is reproduced by the latest modern photographic techniques and is considerably more convenient and portable than its bulky predecessors. The pages are slightly reduced from the original; while the text remains legible. There is a faithful reproduction of the famous

Huth copy of the first Folio now owned by the Elizabethan Club of Yale. The contents include—with the exception of Pericles—all of the 37 plays now published in the complete works of Shakespeare. Charles Tyler Prouty, a professor of English at Yale, has contributed an introduction on the printing of the Folio, the altering of the theatrical texts of the plays, and the playwriting and printing practices of Shakespeare's day. Helge Kokeritz, professor of English at Yale, has added line and scene numbers so that the Folio can be compared with modern texts. Liberal outside margins and a special paper suitable for writing in ink have been used in this edition for those readers who wish to take notes.

KRAUS, ROBERT. *Junior, the Spoiled Cat*. New York 11: Oxford Univ. Press. 1955. 34 pp. \$2. A cartoon book with limited text telling an amusing story.

KURTZMAN, HARVEY, editor. *Mad Strikes Back!* New York 18: Ballantine Books. 1955. 190 pp. 35c. This is a companion volume to *The Mad Reader*. It contains fifteen series of comics. A Ballantine Book.

LARSEN, EGON. *The Young Traveler in Germany*. New York 10: E. P. Dutton and Co. 1955. 228 pp. \$3. When this book opens, Jim and Ginger Watkins and their father, a Chicago journalist, have just arrived in Hamburg where with a young German friend, Margot, they attend a performance of *Die Fledermaus*. From Margot's uncle they learn about the interesting German Community Theatre System. A little later, Jim, Ginger, and Margot join Herr Barthel, her father, on a motor trip, first to Lubeck, where Herr Barthel has business, then along the magnificent super-highway to Travemunde, the Baltic seaside resort. Then through beautiful Schleswig-Holstein with its ancient castles and inland lakes to Kiel where they taste the dish fit for kings, the famous *Holsteiner Schnitzel*, and watch the regatta.

In Worpsswede the children are guests at the most fascinating art colony, the "Devil's Moor," and in the ancient city of Hameln with its vividly painted houses they hear the real story of the Pied Piper. There is a holiday on a farm high in the Alps, a glimpse of Oberammergau, another of the Schwarzwald, and then they are aboard the Rheingold Express, the ultra modern crack train, bound for Mainz and the steamer home.

LEHNER, G. F. J., and KUBE, E. A. *The Dynamics of Personal Adjustment*. New York 11: Prentice-Hall. 1955. 512 pp. \$5.25. This book on adjustment explains the close relationship between the personal factors and the social forces that operate in human behavior. It shows that while basic needs influence behavior, these needs are constantly being modified through social contacts, so that adjustment is a continuing process of learning. A comprehensive life-view—the book follows a normal person and his problems from infancy to old age and shows how his needs change as he is influenced by parents, teachers, friends, co-workers, marriage partner, and his own children. The book emphasizes that to understand behavior fully, we must know, not only the nature of human needs and how they are developed, but also the goals toward which a person strives to satisfy his needs, the way his environment determines his road toward his goals, the frustrations he may meet on the way, and how they affect his behavior. Special attention is given to the fact that people are not all alike. Other points of emphasis are the importance of understanding one's own experiences and developing a high level of tolerance of frustration.

There are two special advantages in the way this book presents the problems of adjustment. The first is that the lifetime coverage gives insight into people of all ages; it not only helps you understand your childhood and adolescent experiences, and your adult life so far, but also helps you understand your own and other parents, though you may not yet be a parent yourself. It also helps you to understand the

problems of the elderly, so you can improve your relations with them, and anticipate your own future problems. The second advantage of the book is its combined clinical-social approach, which explains clearly facts and principles of psychology not usually available to the layman. The more advanced ideas of psychology as presented here enable you to have and to use now everything you need to facilitate your own adjustment and to understand the adjustment problems of others. These facts and principles are explained carefully, in non-technical language, so that even without a previous knowledge of psychology, they can easily be assimilated.

LEVY, M. H. *Your Insurance and How To Profit by It*. New York 17: Harcourt, Brace, and Co. 1955. 185 pp. \$2.95. Here is a practical, nontechnical guide for every insurance policy holder as well as anyone who may be contemplating the purchase of insurance for the first time. Combining common-sense practice and insurance know-how, Michæl Levy answers simply and with humor basic questions that are of concern to all policy holders: how to determine what coverage you need, how to buy it, how to save money on what you buy, how to avoid wasting premiums, what to do in case of a loss.

In answering these vital questions and many others, the author examines, within seven categories, the numerous types of personal insurance policies that have been devised: life and annuities, accident and sickness, fire and extended coverage, theft, personal floaters, automobile, and liability. All of these forms are dealt with concisely, in terms of the average man's needs for adequate protection.

LEWELLEN, JOHN. *Helicopters How They Work*. New York 16: Crowell Co. 1955. 144 pp. \$2. If there is anything you want to know about helicopters, this is the book for you. If you've ever dreamed of flight—and who hasn't?—this book puts you in the pilot's seat and tells you how to work the controls that make the wonderful "whirlybird" go forward, backward, sideways, straight up or down, or even hover a few inches above the ground. It tells why the helicopter flies, and how it's able to do all the things a fixed-wing airplane can't do. And it explains the tricky and heartbreaking problems that engineers had to solve before the "egg-beater" became a practical reality.

One chapter takes you step-by-step on an exciting thirty-mile trip, with rain and snow falling, in gathering darkness. You learn why fog and ice, the two things most feared by the pilot of a fixed-wing plane are comparatively minor inconveniences to a helicopter pilot. Another chapter describes the different types of helicopters, from the smallest to the giant that can carry as many as seventy-two people. It also tells of plans for helicopters as passenger carriers, cargo carriers, and details the many other uses that are being found for them today. On some large western ranches, helicopters are even replacing the cowboy.

The history of helicopters is all here too, an unbelievable history, loaded with amusing stories: About Sikorsky's first "successful" experimental plane which would do everything but fly forward; about the spotter who saw the first helicopter on a cross-country flight and reported to the control center. "Some farmer's windmill just flew by." That was in 1942. Today a spotter might call it a flying saucer.

LEWIS, D. S.; BOWERS, M. G.; and KETTUNEN, MARIETTA. *Clothing Construction and Wardrobe Planning*. New York 11: Macmillan Co. 1955. 544 pp. \$4. Every girl wants to be attractive. In this book the authors have capitalized on this motivation to help girls develop skills of lasting value to themselves and to their families. Starting with simple grooming procedures and the art of choosing becoming lines, textures, and colors, they have gone on to show how to choose clothes and accessories that create harmonious costumes. Most families have limited funds

for clothing, and girls must be resourceful and intelligent in meeting their clothing needs. It is quite a trick for them to assemble a wardrobe that provides plenty of changes for school wear, for working or lounging at home, for parties, and for other occasions. Ways to co-ordinate color schemes and choose interchangeable garments that provide variety at reasonable cost have been suggested.

Because no wardrobe can be better than the materials from which it is constructed, whether garments are purchased ready-made or at home, a section on textiles has been included. The advent of numerous man-made fibers and new finishes makes it increasingly important for the consumer to understand the strengths and weaknesses of materials and how to care for them. A certain amount of background knowledge is essential to an understanding of the labels on fabrics and clothing.

After textiles, wise buying practices, are discussed, such as how to decide what to buy ready-made and what to make, where to shop, and what size to buy. Altering ready-to-wear, mending, and caring for clothing are covered. For the career-minded girl, there is a section on professional opportunities in the clothing field.

A large part of the book is devoted to actual sewing. While the authors do not recommend that girls make all their own clothing or that every girl should continue to sew in later life, they do believe that everyone can profit from an opportunity to make several garments under expert guidance. Even the girl who has never sewed before, or the one who has been unsuccessful in past attempts, is likely to enjoy sewing by the methods outlined. This book is planned to make sewing as easy as possible. Shortcuts are suggested whenever, in the authors' experience, they have proven satisfactory. The simple jacket or coat for which instructions are given in this book can be made by any high-school girl even without knowledge of the traditional methods of tailoring. However, some fine custom methods are included where only these will give a fine professional appearance.

LINDBERGH, A. M. *Gift from the Sea*. New York 14; Pantheon Press. 1955. 128 pp. \$2.75. This is the author's first book in eleven years. Her reflections on a woman's life were matured in these active years of family living and stimulated by conversations with men and women who experience the same problems and feel the same need for assessing the true values of life. The setting of her book is the sea shore; the time, a brief vacation which had lifted her from the distractions of everyday existence into the sphere of meditation. As the sea tosses up its gifts—shells rare and perfect—so the mind, left to its ponderings, brings up its own treasures of the deep. And the shells become symbols here for the various aspects of life she is contemplating.

In a blend of complete sincerity and delicacy, so uniquely her own, the author shares with the reader her awareness of the many frustrating elements we face today: the restlessness, the unending pressures and demands, the denial of leisure and silence, the threat to inner peace and integration, the uneasy balance of the opposites, man and woman. With radiant lucidity she makes visible again the values of the inner life, without which there is no true fulfillment. She does this without the overtones of preaching, but herself as a seeker, echoing—only clearer and stronger—our own small still voice.

LIPPMANN, WALTER. *The Public Philosophy*. Boston 6: Little, Brown and Co. 1955. 203 pp. \$3.50. This book analyzes the causes for the precipitate decline of liberal democracy and the alarming rise of totalitarianism that have occurred in our century. The source of the trouble, the author argues, lies first of all in the fact that mass public opinion and legislations subject to popular pressures have come to exercise a dominant dangerous influence over the executive functions of gov-

ernment. The result has been that the modern democracies have grown steadily more incapable of ruling wisely in times of war and peace.

The second root of the trouble, he thinks, lies in the failure of the Western democracies to defend and maintain the political faith, or "public philosophy," which formed the basis of the convictions of the Founding Fathers when they established the Constitution, and which, in general, underlies the liberal way of life. Without such a generally accepted public philosophy, the enjoyment of private property becomes an end in itself, land is destructively exploited and wealth ruthlessly accumulated, freedom of speech degenerates into freedom of abuse, and the whole process of democratic government is fundamentally vitiated.

The author believes that unless the constraints of this public philosophy are restored to their place of honor, and unless an effort is made to stem the mounting tide of agnosticism and godlessness in Western society, it will be the end of democracy as we have known it. He believes that such disaster can be avoided, if we realize the gravity and rise to the challenge of our present situation.

LOCKWOOD, SARAH. *The Man from Mesabi*. Garden City: Doubleday and Co. 1955. 287 pp. \$3.75. In the 1880's Steve Bradway was just another Minnesota lumberjack, too broke to buy a steak. But that was before he played his squatter's land rights into vast wealth by supplying rich Mesabi iron ore to the great flame-belching smelters of America's industrial heartland. It was no overnight thing. It took patience, shrewdness, guts, and the hair-trigger instincts of a gambler who knew the percentages—or could make his own percentages if he needed to.

And it took knowing the right people. People like John Curtis, the smart young Harvard law graduate who had opened an office in the timber town where Steve began, and who was swept along in the wake of Steve's upward course. And old Cyrus Forsyth, his canny Back Bay Boston partner, whose widowed daughter, Amelia, Steve married. There were others met along the way, too—like Kit, his sixteen-year-old backwoods mistress, whom he cast aside when his new life began, and Florette, the Broadway musical comedy star Steve was drawn to when, many years later, he and his family moved to New York.

MACK, S. F. *Mission Unlimited*. New York 10: Friendship Press. 1955. 96 pp. \$1.25. Through photographs taken on every continent, the book focuses on people—people old and young who live in all parts of the world; people who have needs as old as history; people who are today stirred with a new hope and whose needs and hopes can be met only through Christianity.

MAGENIS, ALICE, and APPEL, J. C. *A History of the World*. New York 3: American Book Co. 1955. 614 pp. \$4.40. This is a drama in which the authors are concerned in guiding the reader and learner into a better understanding of events in world history. Herein are not just little snatches of the drama, but the whole sweep of it from the time mankind made his first entrance until the present. The book is divided into twelve units, which, in turn, are divided into chapters—42 of them. The first unit discusses early man. In succeeding units we trace mankind's struggle toward a clearer spiritual understanding, a higher culture, and a more democratic way of life. Here we see the parts played by the Egyptians, Babylonians, Greeks, and Romans, and see the struggle for freedom; the new world of industry; imperialism, nationalism, and democracy ascendancy; the world in turmoil; and a warring world in search of peace.

MANNING, REG. *From Tee to Cup*. Phoenix, Arizona: Beganson Cartoon Books, Box 5242. 1954. 112 pp. In this book, the author delves into the mental,

emotional, and physical problems of the average golfer, whom most people feel has "all the fun." He discusses the tools of gold and the pitfalls and advances theories as to why balls and players behave as they do. The book is profusely illustrated by humorous cartoons drawn by the author.

MANNING, REG. *What Kinda Cacties Izzat?* Phoenix, Arizona: Reganson Cartoon Books. 1953. 112 pp. The first part of this book describes and pictures by cartoons thirty-three different cacti. The latter part then describes and also pictures in cartoon twenty other thorny plants which, while they are not cacti, are just as odd. This is in reality a "Who's Who" in the desert.

MARGOLIUS, SIDNEY. *Your Guide to Financial Security*. New York 22: New American Library of World Literature, Inc. 1955. 192 pp. 35c. Suggests ways in which to plan a financial program for the family. A Signet Key book.

MASON, VAN WYCK. *Two Tickets for Tangier*. Garden City, N.Y.: Doubleday and Co. 1954. 285 pp. \$3.75. When Colonel Hugh North, the man from G-2, ran into the lovely Lady Angela Forester in London, she appeared changed. Unless he missed his guess, she was now in MI-2, British Intelligence. Although it was only for old times' sake Angela said, she wanted him to come with her to Tangier for a week at a friend's villa. Hugh was headed for Tangier, all right, but he was going alone—and on a particularly delicate and dangerous mission.

This book is the most exciting of all the Colonel North stories—in which the man from G-2 finds himself matching wits with both a top Russian espionage agent and the British turncoat, Major Reg Travis, in an assignment complicated by the beautiful Lady Angela, obviously in love with Hugh, and Marya, brunette siren who could love anyone provided the price was right.

MATHER, C. V. *Winning High School Football*. New York 11: Prentice-Hall. 1955. 288 pp. \$4.25. Here is an amazing story of Massillon football. The author gives the inside story of the method that brought Washington High School's Tigers 57 victories in 60 games during his 6-year coaching tenure. With the firm belief that careful planning is indispensable to a winning team, the author presents a detailed year-round schedule for team organization. He explains the use of such modern devices as motion pictures, IBM, and television, and gives the following topics careful coverage: spring practice, game scheduling, game contracts, hiring game officials, handling public relations, coach-parent relations, scouting. But since organization is only one factor important for a championship season, the author presents a detailed discussion of all defensive and offensive skills for each position. Step by step he gives his own tips and pointers covering every phase of modern coaching technique, including a complete analysis of Massillon's famous blocking techniques and versatile ground and passing attacks.

MCCORMICK, THEODORA. *The Emerald Crown*. New York 10: Funk and Wagnalls Co. 1955. 358 pp. \$3.75. Sionna, daughter of the High King of Ireland, was born in the years when that country was the crown of the civilized world. They were great years, but they were dangerous as well, with the Danish sea wolves harrying the coasts, raiding the towns, putting monasteries and convents to the torch, and murdering or enslaving even the daughters of kings. Sionna learned that in the course of one day of terror. The beauty, the gentleness, and the love that she had been taught as a child were no bulwark against such mortal peril, but there were **men who would fight for their own**, and Niall Black-knee was one of them.

Theodora McCormick, who knows the art of telling a bitter-sweet love story rich with the pageantry and color of a splendid, almost forgotten time and place, tells here

what happened to Sionna, of how she escaped the Danes to be married to a king who cared more for his devotions than his bride. When he was slain in battle, she became the prize of a victor who put his own violent appetites above his royal responsibilities.

The tale sweeps onward through the turbulence of its century and place. It is crowded with warriors, kings, priests, nuns, waiting-women, smiths—commonfolk and nobles, the whole proud and fiercely individual people who were the glory of tenth-century Ireland and the despair of those who tried to shape their destinies. And of these, Niall Black-knee was the noblest and the wisest.

McFARLING, LLOYD. *Exploring the Northern Plains*. Caldwell, Idaho: Caxton Printers. 1955. 457 pp. \$7.50. This is the story of exploration and travel on the Northern Plains of the United States from the time of the Louisiana Purchase to the year of the battle of the Little Big Horn. The Missouri was the first important route of travel to this region. Along the Missouri a great trade in furs developed, flourished and died. The Missouri was a main supply line for the trader, the army, and the miner. It was the first great tourist route to the Rocky Mountains.

Along the southern border of the Northern Plains the valley of the Platte River was a broad natural roadway that pointed toward South Pass. Along it ran the Oregon Trail. An immense emigration moved over the Oregon Trail and, from it, spread those influences which changed the Plains Indians from a friendly host to a deadly enemy. Between the Platte and the Missouri, and reaching westward to the Rocky Mountains, was a rolling terrain, dissected by streams and badlands, dotted with hills and buttes and mountains. For the most part it was a land of low sweeping hills and shallow valleys with few trees, covered with short, nutritious grass. It was the feeding ground of millions of buffalo and thousands of deer and elk and antelope—the hunting ground of the Plains Indians.

Into this comparatively unknown land the army sent little columns of men trained in the use of sextant or rifle, as might be necessary. They mapped the streams and hills and trails, studied the geological formations, collected specimens of flora and fauna, observed the Indians, and wrote careful reports.

It was a land of heat and cold, of mud, dust, sunshine, and storm; of grass and buffalo and Indians. Always there were Indians or the threat of Indians. Pawnee, Omaha, Ponca, Arikara, Mandan, Hidatsa, Assiniboin, Crow, Cheyenne, Arapaho, and Dakota lived in villages along the Missouri or roamed over the hills and valleys. The Northern Plains was the center of the Plains Indian Culture Area, and students from two continents came here to study the Indian in his natural state.

This is the story of exploration on the Northern Plains as told by the explorers. It is history and the geographical background of history; it is geology and botany and zoology and anthropology. It is the story of the fur trade, the Western Movement, the Black Hills gold rush, and the Indian Wars. To the thirty-six chapters written by twenty-eight explorers and travelers, the editor has added introductions, notes, a chronology, a bibliography, an index, and twenty-one maps.

McMULLEN, J. A. *Old Pro and Four Other Stories*. San Antonio: Naylor Co. 1955. 105 pp. \$2.50. This book is about bird dogs and the men who hunt with them. It is a new gallery of five memorable dogs by one of the outstanding sports writers of Texas. You'll learn how Old Pro (short for "Prohibition") helped an East Texas community build a doggone good new church; how a "dark horse" won the Wayne Worth Field Trials in an incredible running of the trials, the like of which was never seen before or again; meet the one dog that stood out in the life of a

man who owned many of them; read how a pup sold himself to a man who was blinded by the memory of another dog; and thrill as Sampson outwits the blue "Delilahs."

MEAD, MARGARET, editor. *Cultural Patterns and Technical Change*. New York 22: New American Library of World Literature. 1955. 352 pp. 50c. The reader of this book is taken on an extended tour of the ancient cultures of Greece, Burma, the Tiv of Nigeria, the Palau Islands, and the Spanish Americans of New Mexico as they are today. This book was prepared by UNESCO. A Mentor Book.

MEGARGEE, EDWIN. *The Dog Dictionary*. Cleveland 2: World Publishing Co. 1955. 104 pp. (8 x 11). \$3.95. This book contains over 130 illustrations—every recognized breed of dog in America—height, weight, and color standards—a large pictorial history chart of the origin of all dogs—an anatomy guide and illustrations of standard types of heads, faces, ears, noses, mouths, bodies, feet, and tails. There are over 425 entries fully defined in simple, clear language and alphabetically arranged for quick, easy reference.

MONAGHAN, JAY. *Civil War on the Western Border 1854-1865*. Boston 6: Little, Brown and Co. 1955. 464 pp. \$6. The place and period described by the author of this book saw one of the bitterest conflicts in American history. In the territory created by the Kansas-Nebraska Act of 1854, hot-blooded abolitionists and slaveholders proved North and South irreconcilable, and their furious struggle deeply influenced national politics and hastened the advent of the Civil War.

The doctrine of "squatter sovereignty" lay at the heart of the struggle. By it, the settlers of Kansas would choose for themselves whether Kansas would enter the Union as a free or slave state. Both sides determined to win the decision. As far away as Boston, abolitionists organized Emigrant Aid Societies to send settlers sympathetic to their cause into Kansas; in the South, similar efforts were made, and bands of Missouri men invaded the new territory to cast fraudulent votes in the first elections and to intimidate the antislavery faction.

The political battle raged from Topeka to Washington. Slowly—in spite of Pierce and Buchanan—the Northern majority came to dominate the state. The new Republican Party and its man Lincoln attracted the settlers, some of them antislavery, other simply pro-Union. Meanwhile, skirmishes and local battles lacerated the territory: the "Wakarusa War," the capture and sack of Lawrence, the exploits of John Brown and his sons at Pottawatomie, and the Marais des Cygnes massacre were some of the incidents which inflamed the envenomed partisans and gave to the unhappy land the name "Bleeding Kansas."

When the Civil War finally broke out, the frontier saw widespread and savage action, much of it centered on the fight for control of Missouri. Major battles were fought at Pea Ridge, Westport, Prairie Grove, Lexington, and Wilson's Creek. But most characteristic of the war on the frontier were the border raiders—notorious Quantrill, Jo Shelby and his Iron Brigade, and other guerrillas. Against the heavy storm and thunder of the great armies' movements in the East, the Western war flickered in lightninglike flashes of sudden attack and quick retreat, until the end came and the weary men laid down their arms and turned to rebuild in the troubled peace that followed.

MORGAN, A. E. *Search for Purpose*. Yellow Springs, Ohio: Antioch Press. 1955. 207 pp. \$3. "Through the years," Dr. Morgan says in this book, "I have endeavored to define valid purpose for my life, and as such purpose has emerged, I have tried to examine and test it by whatever data and insight were at my command.

This book is an account of that search and of its outcome." Though he sees ahead "problems beyond problems, issues beyond issues, as far as vision runs," yet his feeling for the human future is one of "aggressive hope. As we examine one by one what seem to be the chief barriers in the way of substantial and continuing human progress, none of them seems to be impassable The rigidity of cultural patterns is growing less, and the comparing of varied life patterns is increasing. These are favorable signs." "Problems beyond problems" is also a summary of the author's life and work. From his frontier childhood, plagued by poor health and with only a taste of higher education (his doctorate is honorary), Arthur Morgan became an internationally famous engineer, the president of a college, the author of more than a dozen books, and the first Chairman of the Tennessee Valley Authority.

MORLEY, D. W. *The Evolution of an Insect Society*. New York 17: Charles Scribner's Sons. 1955. 215 pp. \$3.95. The author relates the story of a commune of British wood ants, composed of five separate but friendly nests. These nests are joined one to another by recognizable trails along which thousands of worker wood ants scurry to and fro throughout the summer months. This commune is typical of similar wood ant in areas throughout the temperate regions of the world, in Japan, North America, Scandinavia, Germany, France, Russia, and Siberia.

The commune is first described, then the origins of the wood ants' behaviors are traced forward from the days of their barely social ancestors whose small colonies of a dozen or twenty individuals lived in simple, cave-like hollows dug out of the earth. The coming of the ant queens, the development of any economy, the growth of the nursery, the development of the communal food-basket for carrying home food to the nest, and the manner in which the work of the colony is apportioned among its individuals are in turn described, and the recent history of the commune is recounted.

MUSGRAVE, FLORENCE. *Trailer Tribe*. New York 3: Farrar, Straus and Young. 1955. 252 pp. \$2.75. The Weilers of Ohio had just an ordinary farm until coal was found on it. Then a lot of extra money began to come in and the two young Weilers, Dave and Lucinda, got quite excited at the prospect of spending some of it on a family trip to the East. When it turned out that they were to make the trip in a not-too-classy trailer, Lucinda rebelled, but finally agreed to go along because the trip would include New York; to her, a most glamorous city. She and her father had a talk about the trip before they went and it was obvious they had very different ideas about where they should go and what they should do. So her father made a bargain with her—a most unusual one, which went along with his plans for a most unusual trip.

NADIG, H. D., and AVISON, GEORGE. *They Stood Alone*. New York 10: E. P. Dutton and Co. 1955. 155 pp. \$2.50. Young Dan Dexter, as the story opens, was making the long trek with his parents to that tiny strip of land claimed by both Canada and the state of New Hampshire, known as Indian Stream. The time was 1832. Dan was ten but looked two years older and did a man's work helping drive the cattle and do the daily chores. The migration was led by Luther Parker, a pioneer who knew the country well, and soon inspired the settlers to form their own government, their own nation, however small, and to call it the Republic of Indian Stream.

Years passed, grown to manhood, Dan met pretty Mary Fletcher and the young couple planned their future. However, the tiny republic, harassed by outlaws and cattle thieves, and with nothing but lofty ideals and high courage to depend on,

eventually called upon the New Hampshire Militia to help them. At this time, Daniel Webster, Secretary of State, and Lord Ashburton, guided by Dan and Two Feathers, his Indian friend, went up to decide exactly where the Canadian line should be. Adventure of the most fascinating kind, combined with a little-known crisis in New England history, makes this an exceptionally absorbing story for young people.

NATHAN, A. G. *When Lincoln Went to Gettysburg*. New York 3: Aladdin Books. 1955. 221 pp. \$2.75. Captain Eckert, the conductor on the local train that ran between Hanover Junction and the little town of Gettysburg always took his responsibilities seriously, but he didn't know—and none of his fellow townspeople knew—that on November 18, 1863, he was making history. Gettysburg had been the scene of a bloody battle. It had hardly recovered before it was called on to prepare for the arrival of important visitors who had come to dedicate, as a national cemetery, the burial place of the dead soldiers. Important people were coming—generals, cabinet members, and a famous orator. Then came the news that the President of the United States was coming to attend the ceremonies.

NEATHERLIN, MAY. *House of the Rancher*. San Antonio: Naylor Co. 1955. 142 pp. \$3. This book is a story of a young couple's struggle to hold and maintain a ranch in the foothills of the Sacramento Mountains of southeastern New Mexico. The author of this book set out to write an accurate cross-section of ranch life in New Mexico in the third decade of the twentieth century. Happily, what she has written applies to all ranching in almost all ranch areas.

The girl was Betty; the man, her husband, John Carlton. The struggle against drought, low prices, a mortgage on their cattle and the government's land policy which caused a painful time in reaching the day of established boundary lines was productive of experiences. Two things kept them going. One, for the man, was a born instinct for stock raising, "so deeply ingrained that the industry is its own recompense." The other, for both, was a quiet and deep love that strengthened on hardship and flourished on the few and brief moments they could give to it. They never had a honeymoon. "The best trip we ever had was when we went to El Paso and stayed a week while my false teeth were being made," Betty said. But their love shines through the book. The ranch they themselves built brought happiness and contentment.

NEILL, ROBERT. *Black William*. Garden City: Doubleday and Co. 1955. 288 pp. \$3.95. England in the year 1714 was torn by internal unrest. George I had just ascended the throne but many still maintained their Jacobite loyalties and were determined that James Edward Stuart should regain his father's throne at the expense of the man from Hanover. Rebellion was in the air and treason at every turn.

Lovely young Mally Lawley was dismayed to learn that her uncle, John Lawley, was involved with the Jacobites in a plot against the King. She and her cousin Jane found themselves unable to turn him from his treason folly. Nor could dashing Dick Chandler—whom Mally found almost as charming as the mysterious Captain Marriott she had met in London—convince John Lawley the Jacobite cause was a lost one. But "Black William," an elusive top-ranking Whig, came to their aid at a crucial moment and they began to succeed. When the plotters were placed in sudden danger, Mally was forced to make a heartbreaking decision that brings fresh excitement to the fore.

OLSON, D. W., and others. *Industrial Arts for the General Shop*. New York 11: Prentice-Hall. 1955. 319 pp. \$4. The intent of this book is: (1) to show students the breadth of possible activity in industrial arts stemming from an even broader and

more diversified American industry; (2) to acquaint them with the basic materials, tools, machines, processes, occupations, and industries upon which American economy depends; and (3) to stimulate their desire for learning. The book is designed to supplement the work of the teacher. Detailed instructions are given for these activities which students can learn through words and pictures, but the more complex activities are described only in a general way, since such instruction is most effectively handled by the teacher. The book has seven chapters: Industrial Arts and You, Industrial Drawing and Design, The Wood Industries, The Metal Industries, The Electrical Industries, The Graphic Arts Industries, and the Ceramic Industries. Each chapter contains, in addition to the text and projects, a list of suggested group activities, a list of "things to find out," and a list of sources of ideas and information found in booklets, books, magazines, and films.

PHILLIPS, WENDELL. *Qataban and Sheba*. New York 17: Harcourt, Brace, and Co. 1955. 378 pp. \$5. This is the story of a dream come true—a dream conceived by Wendell Phillips, youthful explorer, adventurer, archaeologist, and president of the American Foundation for the Study of Man, who organized and led four expeditions to find the ancient treasures of exotic civilizations long buried in the wastelands of southern Arabia.

In the tradition of the great explorers of the past, Wendell Phillips—without financial resources of his own—succeeded in firing the imaginations of businessmen, educational leaders, and even kings, to support his romantic, but scientifically sound projects. His first two expeditions in Arabia were made to Beihan, site of the ancient Kingdom of Qataban, shrouded in mystery since antiquity. But for the adventuresome archaeologist, the prize still lay ahead—Marib, capital of Shebaland, lying in forbidden Yemen. Once there, his party was captured, and only after nightmarish difficulties was it allowed to excavate Sheba's great moon temple of Awwam. Then Arab tribesmen turned on them. Phillips and his team barely escaped with their lives. In no way daunted, they went on to unveil the secrets of Oman.

PICKFORD, MARY. *Sunshine and Shadow*. Garden City: Doubleday and Co. 1955. 383 pp. \$4.95. Baby Gladys Smith was twelve when David Belasco rechristened her Mary Pickford. By that time she was already a seasoned trouper with four years of stock-company experience and she seemed destined to become one of the great stars of the New York theater. But also in New York at that time were the studios fledgling Biograph Company. Here a dynamic young director named D. W. Griffith persuaded Mary to put in a day's work for him. The picture: *Pippa Passes*. The pay: five dollars. The rest is motion-picture history.

There is much more than the history of motion pictures wrapped up in the career of America's sweetheart. Here, for the first time, she tells the intensely personal and moving story of her life; her devotion to her mother, sister, and brother, and their early struggles in Toronto and on the road; her unfortunate marriage with Owen Moore . . . her rise to fame in Hollywood; her storybook life with Douglas Fairbanks and its tragic final chapter; her happiness today as the wife of Buddy Rogers. Throughout the story she speaks candidly about people who have been part of her life—Charlie Chaplin, the Gish sisters, Cecil B. deMille, Adolph Zukor, Frances Marion—to name a few.

POLLOCK, T. C.; SHERIDAN, M. C.; LEDBETTER, FRANCES; DOLL, R. C. *The Art of Communicating*. New York 11: MacMillan Co. 1955. 461 pp.

POLLOCK, T. C.; SHERIDAN, M. C.; ROODY, S. I.; WILLIAMS, DOROTHY; and ADAMS, H. M. *Language Arts and Skills*. New York 11: MacMillan Co. 1955. 462 pp.

POLLOCK, T. C.; SHERIDAN, M. C.; WILLIAMS, DOROTHY; and ANKER, L. B. *Essentials of Modern English*. New York 11: MacMillan Co. 1955. 463 pp.

POLLACK, T. C.; SHERIDAN, M. C.; WILLIAMS, DOROTHY, and WEIFFENBACH, R. E. *Our English Language*. New York 11: MacMillan Co. 1955. 464 pp. The authors of the MacMillan English Series believe that good teaching of English should never be stereotyped or cut-and-dried by a teacher, a curriculum, or a textbook. On the contrary, what is taught in a particular English class at a particular time should be determined by the real needs and interests of the students in that particular community. With this in mind, they have divided each book into a number of individual chapters and each chapter into a number of separate parts, any one of which the teacher may use whenever the class or any of its members needs to study a particular phase of the large and complicated subject of English. The teacher will find that each chapter and each part of a chapter is clearly titled for quick reference and is complete in itself, with its own motivation, explanations, and exercises. While each chapter should be used as the needs of a particular class dictate, the individual chapters have not been scattered through the books at random. They have been organized in accordance with the basic principle that the teacher of English must be concerned both with helping students acquire and assimilate particular items of knowledge about the English language and the way it is used—such as vocabulary, sentence structure, diction, and punctuation—and with helping students grow in their power to use language as an instrument of social communication and personal development.

The chapters in each book have been planned so that each odd-numbered chapter is concerned with mastering a particular phase of linguistic knowledge or technical skill, while the even-numbered chapter which follows it emphasizes the use of language in an actual social, communicative situation. Thus a Chapter 11 dealing with "Writing Effective Sentences" is followed by a Chapter 12 on "Writing Descriptions"; a Chapter 13 teaching "Good Pronunciation and Enunciation" is followed by a Chapter 14 on "Reading Aloud," a Chapter 17 on "Using the Library and Dictionary" is followed by a Chapter 18 on "Making Reports." If it seems best to the teacher of a particular class to use the chapters of the book in the order in which they are presented, he will find a cumulative development, with plentiful exercise material for each part and each chapter, and with each chapter which teaches technical skills followed by a chapter which teaches the use of language in a communicative situation. The teacher will find, too, that the technical chapters are not content merely to teach the student *about* a phase of language; they always help him develop the ability to *use* it thoughtfully.

PRESTON, R. C., editor. *Teaching World Understanding*. New York 11: Prentice-Hall. 1955. 219 pp. This book comes at a time when many educators and governmental leaders are arguing the promotion of better international understanding as an important part of our efforts to maintain a peaceful world. It will enable a teacher to work toward this goal right in his own classroom. For example, the book spells out in detail how to tell the story of foreign nations and peoples to your students; it presents procedures and suggests publications and films you can use to help you discuss world fellowship; and it provides material on teaching international understanding that is not available elsewhere. The book is the combined work of eight specialists in the field of world fellowship education. Each author writes on a topic on which he is a recognized authority.

PRITCHARD, G. C. *Trees Along the Highway*. New York 36: Comet Press Books. 1955. 32 pp. \$2. This book covers every kind of subject from ostriches to motor cars to love and sadness. Some of the poems are short, gay and humorous, others longer and of a more profound nature. But each has charm and enchantment—and every reader is certain to come upon at least one that will hold an especial appeal for him.

PIKE, R. E. *Fighting Yankee*. New York 16: Abelard-Schuman, Inc. 1955. 239 pp. \$3. This is the thrilling, factual life-story of the childhood, youth, and early manhood of John Stark who, in later years, became a famous general in the American Revolution. We meet young John in 1736, on the day the family's frontier home in New Hampshire burns down, but John is much more concerned with his imaginary battles with the Indians.

While John's father is rebuilding, all the Stark children live with various neighbors. John goes to Caleb Page's house where he meets Elizabeth Page, to whom he becomes engaged at the book's end. The story of the housewarming, when the Stark's new home is ready, is full of color and excitement and gives a wonderful picture of the times. And there is a thrilling chapter on fishing in the Spring. When John was sixteen, he became a surveyor and now, at last, his imaginary encounters with the Indians become real ones.

The main part of the story is about the French and Indian War in which John Stark, young as he was, played an important role. Although John is the hero, all the other well-known people of the time appear in the story, and they are all made to come alive for young readers of today.

POHL, FREDRIC, and KORNBLUTH, C. M. *Gladiator-at-Law*. New York 18: Ballantine Books. 1955. 172 pp. \$2. In this book, a young lawyer battles a great combine of corporate interests in a struggle that lays bare some brutal promises of the future. A Ballantine Book.

POWERS, ALFRED. *True Adventures on Westward Trails*. Boston 6: Little, Brown and Co. 1955. 224 pp. \$2.75. The tide rolling Westward in America has churned up and deposited many stories, some true and some larger than truth. Fifteen of those that are true have been retold in this book. They tell of strange and exciting adventures on the trails that led, or so people thought, toward gold and opportunity. The first is about the man who followed the Indian trails from Florida to discover the Mississippi. How the myth of the Welsh Indians aided Lewis and Clark; fleet John Colter's race for life from the Blackfeet; buffalo hunting with Kit Carson; the tragic tale of the honey bees; the great ride of "Pony Bob" for the Pony Express; the grueling route of the borax trains out of Death Valley—these are less than half the stories to be found here.

RAYMOND, ALLEN. *Waterfront Priest*. New York 17: Henry Holt and Co. 1955. 287 pp. \$3.50. This is an extraordinary story of a Jesuit priest and his one-man crusade against gangsterism and terror on New York's waterfront. When Father Corridan, who is assigned to St. Francis Xavier Labor School, assumed his duties, the waterfront was ruled by mob violence incited by a criminal underground. His attack upon that underground began in 1947 and continues to this day.

Through Father John's influence, a Bi-State Port Authority was formed. As a result of his efforts, the problems of the waterfront have constantly been in the public eye. He has devoted his life to the proposition that the sprawling New York harbor could be operated honestly and effectively by unionized longshoremen. His battle, as this book illustrates, is far from over. His story, however, is the living testament of a man who saw an evil and did something about it.

RAYMOND, DAVID. *The Young Traveler in Italy*. New York 10: E. P. Dutton and Co. 1955. 224 pp. \$3. Having tossed coins in the Trevi Fountain in Rome, the young Mannings felt sure they would be returning to the Italy they had learned to love so during the eventful months they had spent there. Milan had been their first stop and then they were off by motor coach to Cremona, the great violin center and the home of Monteverdi. Here their friend Angelo Rizzi introduced them to the delights of Italian food, climaxing the meal with the amazing Lombardy *panettoni* for desert. It was Angelo, too, who took them to Verona where they saw the somewhat legendary tomb of Juliet and the balcony famous in the Romeo and Juliet romance. Rome, with all the glories of St. Peter's and the Vatican, they found fascinating; Assisi spoke to them of St. Francis and the shepherd-artist, Giotto, and then the Mannings traveled north to Florence, gay with its grape festival, magnificent with its Donatellos, Ghibertis, and Michelangelos.

REED, I. K. *A Messenger to the Gods*. New York 1: Vantage Press. 1955. 176 pp. \$2.75. Here is a romance about young lovers involved in a struggle against a powerful priestcraft in an empire of ancient dreams. The joys and sorrows, hopes and fears of blond Fintain and lovely dark-eyed Myrtis—unhappily chosen to live as a "Virgin of the Sun" in a world of people very like ourselves—are revealed within the setting of the most famous fantasy of all antiquity.

Written with a warm sympathy for the appealing characters and appreciation of their opponents in a difficult situation, the book maintains accuracy in adhering to the legend's detail of customs and beliefs, architecture and geography, opulence of the island capital, and method of its tragic destruction. Invading Hellenic warriors seem like Greek vase paintings come to life.

REID, A. C. *100 Chapel Talks*. Nashville 2: Abingdon Press. 1955. 000 pp. \$2.95. Based on chapel talks delivered at Harvard and Wake Forest, each message has been tested for its appeal, especially to youth. Only five minutes in length, each is skillfully compressed so that it is the exact length for chapel services—yet can be expanded to meet many different needs on many different occasions. Each reading contains what young people—what all of us—want most in a devotional talk: the practical application of biblical truth throughout everyday school, home, and business affairs.

RICH, L. D. *Innocence Under the Elms*. Philadelphia 5: J. B. Lippencott Co. 1955. 285 pp. \$3.75. Louise Rich returned to Bridgewater, Mass., to encounter a strange sensation. Coming from seventeen years spent in the Maine woods to the scene of her girlhood made her feel as if she had awakened from a dream and were still a little girl. Her memories were vivid and the happy incidents of her youth came crowding back as though they had occurred the day before. This book is the retelling of that childhood. Louise and her younger sister, Alice, grew up in the early years of the century. Their father was publisher of the Bridgewater *Independent*, the town's only Democrat and an anti-Prohibitionist of some renown—though he never drank.

Louise and Alice were surrounded by a world of adult idiosyncrasy and childhood individuality. Left to their own devices, they befriended the town's only Chinese, swooned over Pearl White's adventures at the nickelodeon, and engaged in such amazing pre-TV sports as duck-on-a-rock and run-sheep-run. At one point they took over the public library and gave people the books they *should* read, not the ones they wanted.

RITCHIE, JEAN. *Singing Family of the Cumberlands*. New York 11: Oxford Univ. Press. 1955. 288 pp. \$4. Nestled in the Cumberland mountains of Kentucky, on the north fork of the Kentucky River, is a tiny village called Viper, supposedly so named by one of Jean Ritchie's hardy ancestors in honor of the many crawling inhabitants found there by the early settlers. There, over endless dishwashing, in the cornfield, or on the front porch at the edge of dark, Mom and Dad Ritchie and their fourteen children sang hundreds of the Elizabethan ballads and songs brought to Kentucky by the first pioneers and treasured down through the generations. There, too, the Ritchie children went to the one-room school, helped make the crop in the steep hillside field, and danced the traditional Saturday-night singing games and sets with the neighbor boys and girls.

In the Ritchie family, singing is as necessary as speaking—as each child learned to talk, he learned to sing. The family resting at the end of a row in the cornfield might break into "Little Devils," to make the work go lighter, and always, if the weather was fine, everyone would gather on the front porch and sing the "moon up" with such favorites as "John Riley," "Fair Ellender," and "The Cuckoo She's a Pretty Bird." The melody lines and lyrics of 42 folk songs appear naturally and spontaneously throughout the book.

This is a new kind of history and an important kind, showing one family's unique part in the building of America. It is a biography of the Ritchies' pleasures and troubles growing up together as a large family in an isolated pocket of mountains, almost completely shut in from the rest of the country—recollections and memories of a family fireside on a winter's night, summer twilights on the front porch, childhood troubles, of fall days, harvesting and stir-offs, marriages, births, and deaths. The family is a real one, the stories are true, written not only by an interested observer but also "from the inside looking out," by the youngest member of the family.

ROBINSON, E. E. *The Roosevelt Leadership: 1933-1945*. Philadelphia 5: J. B. Lippincott Co. 1955. 489 pp. \$6. Just how greatly FDR's administration influenced your daily life is the subject of this book. This is a wide-ranging survey and interpretation of Franklin Delano Roosevelt's influence on the American way of life. Its concept and execution are in accordance with the remarkable bequest that caused it to be written. When J. Brooks B. Parker, a businessman of Philadelphia, died in 1951, his will stipulated that a \$25,000 grant be set up for a "contemporary appraisal of . . . the Roosevelt influence . . . before it is too late." The appraisal was to be made "without fear, favor, or prejudice of any kind whatsoever," and with this in mind, the executors selected Professor Edgar Eugene Robinson, then the Margaret Byrne Professor of American History and Director of the Institute of American History at Stanford University to write the book.

Professor Robinson believes that neither the many memoirs of FDR's own aides and associates nor the highly critical works by those who opposed him in his lifetime can be accepted as "history." He believed that to judge the Roosevelt leadership, the basic problems—livelihood, co-operation and defense—faced by Americans in the years from 1933 to 1945 must be set forth clearly. Then judgments can be passed on President Roosevelt's actions and on the opinions of his opponents.

RODALE, J. I., editor. *The Health Finder*. Emmaus, Pa.: Rodale Books, Inc. 1954. 928 pp. This is an encyclopedia of health information from the preventive point of view. All the material in this book has appeared in the pages of *Prevention* magazine, dedicated to the preservation of human health. The author believes that

a healthful diet and way of life can do much to prevent diseases. He does not present lists of drugs, *etc.*, but rather suggestions on how to prevent diseases. The diseases and other terms described are arranged alphabetically.

ROSENBERG, R. R. *Essentials of American Business Law*, sec. ed. New York 36: McGraw-Hill Book Co. 1955. 384 pp. \$2.96. This is a complete modernization of the popular one-semester text that brings the law into the scope of the student's own everyday experience. In simple, nontechnical language the text shows how the law affects the student's immediate personal life, at work and at play. Then, it develops further to show how the same law helps and guides the businessman. Each chapter opens with a "This Could Happen to You" illustration followed by four problems for student analysis and judgment. End-of-chapter material contains cases and problems, a completion type statement of principles, and a word and phrase drill based on terms used in the chapter. Supplementary material includes a workbook and a teacher's manual.

ROSSITER, CLINTON. *Conservatism in America*. New York 22: Alfred A. Knopf, Inc. 1955. 351 pp. \$4. This book states the case for a new American conservatism that shall be at once mature, constructive, and responsible. Writing out of the firm conviction that such a conservatism is America's most urgent need for the years ahead, the author is also convinced that it is high time for thoughtful men and women to take stock of our postwar conservative revival. Not for a century have conditions been more favorable to a flowering of a conscious high-minded conservatism as a guiding force in our cultural and political life. To take advantage of these conditions and to create a conservative philosophy and practice worthy of the name, those whom the revival has thrust into positions of political and intellectual leadership, as well as those who will follow their lead, must come to a true understanding of the nature, logic, and principles of the conservative tradition.

Commencing with a review of the classical tradition of conservatism as proclaimed by such giants as Edmund Burke and John Adams, the author states those principles which are common to the enlightened Right in the Western community. With these highly useful tools in hand, he then proceeds to examine the American political mind in terms of the tensions between conservatism and liberalism which have characterized it historically. Following a searching analysis of the political theory, past and present, of the American Right, the reader is fully prepared for the concluding chapters, in which the author outlines a conservative theory and practice for American Democracy which will, in his estimation, go far to meet the requirements of just and orderly government today and in the future.

RUARK, ROBERT. *Something of Value*. Garden City: Doubleday and Co. 1955. 576 pp. \$5. This is a tremendous and compelling novel of Africa. The setting is Kenya, where the blacks and whites who once lived in peace are at each other's throats. The reason for that can be found in the old Basuto proverb, "If a man throws away his good customs, he had better first make certain that he has something of value to replace them." The implications of the book extend far beyond Kenya and, as a matter of fact, far beyond Africa itself. This is primarily a story of people—black people and white people "caught between yesterday and tomorrow"—and presented with understanding and deep compassion.

SAGAN, FRANCOISE. *Bonjour Tristesse*. New York 10: E. P. Dutton Co. 1955. 128 pp. \$2.75. This novel is creating in America the sensation it has already created abroad, as reported by Genet in *The New Yorker*: "A talented, short, and certainly unusual first novel by an eighteen-year-old authoress has become required

vacation reading here, after having won last May's *Prix des Critiques*. The novel is called *Bonjour Tristesse* and is signed Francoise Sagan, a *nom de plume* devised in honor of Marcel Proust's *Princesse de Sagan*. The young writer's name is Francoise Quoirez. The daughter of well-off Paris parents, she was born in 1935, lived with her family in Lyon during the war, at seventeen entered the Sorbonne, failed to pass last July, and during the month of August—"having nothing to do," she says—wrote her first book. No matter how poor a student she may be, she is a born writer. The story deals with a girl of her age, who is finally freed from boarding schools to live in unchecked enjoyment with her youngish widowed father, an affectionate. The crux of the story, which takes place in the Midi during the father's and daughter's summer holiday *a trois*, is the arrival there of the dead mother's best friend—an intelligent, forceful Parisienne, who not only falls in love with the father but plans to marry him and save him, at forty, from his shapeless, tarnishing life and worse future, and to bring up the girl *comme il faut*.

SAMACHSON, DOROTHY and JOSEPH. *The Dramatic Story of the Theatre*. New York 16: Abelard-Schuman, Inc. 1955. 176 pp. \$4. The authors, in their preface, indicate what they have attempted to do in this comparatively brief history of the theatre throughout the world: "The very length of the theatre's history, and its complicated ramifications of plot and subplot, make it impossible for anyone to do it full justice in a brief space. But our purpose has been less to do justice to history than to give a picture of the excitement and adventure of the theatre down through the ages, and by presenting in vivid fashion the different types and styles of drama in relation to their varied backgrounds to show the influences that have helped make the theatre of today."

Starting with the primitives, the reader goes on to Egypt and Greece in the years before Christ; then on to Rome, England, and then to the famous Globe Theatre and later, the Drury Lane Theatre of London. In between, he gets a view of Italy and Paris in the seventeenth century, China from the year 1000 to 1940, and Germany in the early nineteenth century. Then he comes to the modern theatre of the late nineteenth and early twentieth century in Norway, Moscow, London, Dublin, Germany, and Provincetown, and, finally, to a small park in an American city in 1936, a short discussion of a community or university theatre of today. Every aspect of the theatre is discussed: the settings, the actors, the audience, the plays and the playwrights, with some discussion of the social and economic backgrounds which influenced the plays and the theatres of each era.

SARTON, MAY. *Faithful Are the Wounds*. New York 16: Rinehart and Co. 1955. 287 pp. \$3. The author in this book dramatizes the plight of the embattled American liberal, and in so doing appraises honestly and freshly some of the better problems of the day. When is dissent disloyalty? Must causes take precedence over human ties of love and respect? Is there room for compromise in the world today. In presenting this modern drama, the author has followed the lines of classic tragedy. Her setting is the academic world of Harvard, Cambridge, and Boston, and her central figure is Edward Cavan, an English professor and an unquestioned genius. Agonizingly shy, seemingly remote from ordinary life, he was passionately loved by his small circle of old friends and universally respected for his unique intelligence. The real man, however, was vastly different from the chilly facade he presented to most of the world. He had never accepted the snug and safe cocoon-life a great university can offer. He was passionately involved with life outside, and deeply committed politically. His sister, Isabel, who knew him better than she thought, remarked that he was driven by the need to be something more than a

witness. Another explained later that he sought the communion of saints on earth. Whatever Cavan's reasons were, his friends never knew, for death was the only answer he could give them—a brutally tragic death that set off a shock-wave of soul searching throughout the University and even the nation. But the aftermath was not one of despair, for, by his example, Cavan gave faith and courage where none had been before.

SCARNE, JOHN. *Scarne on Teeko*. New York 16: Crown Publishers, Inc. 1955. 256 pp. \$2.50. Teeko is the first skill game in almost 6,000 years that equals if not surpasses checkers and chess in *strategy*. It is said to combine the principles of tic-tac-toe, checkers, and chess, plus several entirely new game principles. Teeko surpasses these and other games for *sheer fun and enjoyment*. It is the new best-selling sensation that is certain to go down in history as one of the greatest games of all time. Teeko can be learned in a minute by any youngster (it is fine training for observation, concentration, and judgment) but Teeko cannot be memorized or "mastered." This is because the four red pieces and the four black pieces have well over one million possible playing positions on the Teeko game board!

There is infinite entertainment in the basic game of Teeko. And now for the first time, this book shows many ingenious systems of *scoring* a Teeko game or match—as well as sixteen fascinating "variations" of the game that will appeal to all game enthusiasts young and old. Teeko is the creation of the author, world's foremost authority on games, rules of play, laws of chance, *etc.*

SCHACHT, AL. *My Own Particular Screwball*. Garden City: Doubleday and Co. 1955. 254 pp. \$3.50. The Clown Prince of Baseball came close to never making the team at all. Al Schacht's mother was a hotheaded little Jewish lady who was determined that her son give up the game and become a rabbi. But Al stuck to it, became a fair pitcher, and eventually made the major leagues, only to have some difficulty in staying there. It is as a comedian—the greatest zany ever to eat a meal off home plate—that Al Schacht has made his mark in baseball. A sore arm plagued Al while he was with the Giants, and it came back to let him down at crucial points throughout his playing career. Hence the clown routine. It doesn't take a very good arm to send the bleachers into fits. It just takes a triple-play sense of the ridiculous—and this Al has in abundance.

This biography is filled with stories about the golden age of baseball—stories about Babe Ruth, Lou Gehrig, Tris Speaker, Hans Wagner, and all the rest. It is also an inspiring object lesson in tolerance; Al was one of the first Jewish players and took almost as much abuse in his time as Jackie Robinson did many years later. Al's recollections stretch back over four decades of baseball. And they make wonderful reading.

SCHINDLER, J. A. *How To Live 365 Days a Year*. New York 11: Prentice-Hall. 1955. 250 pp. In this twentieth century, for the first time in history, there has been developed startling new knowledge of the know-how for *living*. That new knowledge is the subject of this book. It has one purpose: to teach people how to change their way of living from the way in which they conducted their last 365 days, to a *new* way by which they can really *live* during the next 365 days—and *all their days thereafter*.

Each one of us, medical research have found, has six basic needs—six wants—six things that deep inside himself he must have. How good your next 365 days will be depends on how the life you lead satisfies these six needs: Will you receive the *high regard* and *affection* of others, who think of you as an important and valuable person? Will you enjoy a strong feeling of *security*, free from nagging fears? Will

you find outlets for your personal powers of *creative expression* in your daily work, your hobbies, or in any other way? Will you receive the *appreciation* you deserve from those who mean the most to you? Will your life bring you *new experiences*, to give you a lift in living? Will you enjoy your own *self-esteem*, and an increased feeling of assurance?

SCHMITT, GLADYS. *The Persistent Image*. New York 16: Dial Press. 1955. 314 pp. \$3.50. *The Persistent Image* is the rarest of all things along serious modern novels—a love story. But anyone acquainted with the works of Gladys Schmitt will know that this is no superficial variation on the boy-girl formula. The obstacles that stand between John Reiber and Helen Carmeron seem clear enough at first: his resentment of her superior class, his inability to forgive her for her former marriage, his hatred of Harold, the divorced husband, whose image persists in the little girl he has left with Helen. But gradually the author probes below the surface to find the motive behind the motive: John Reiber's shame over his own family's lower middle-class pretensions, his mistrust of himself in comparison with his blatantly masculine predecessor, the painful involvement with himself that makes him see Helen and her child only in relation to him and not as human beings with hurts and needs of their own. The story is set in motion by Helen's mother, who has lost her wealth but not the self-assurance of her class, and the plot is resolved by the hated former husband, whose re-entrance into their lives forces John at last to confront reality.

SEWELL, G. H. *Making and Showing Your Own Films*. New York 36: Pitman Publishing Corp. 1955. 311 pp. \$3.95. This book shows how to make and present to an audience films of real interest and entertainment value, and not the series of static "lantern slides" so often produced by the beginner. When the filmmaker faces a subject, however simple, he has to answer several questions. What do I want to say about this subject? From what are the best points of view to see it? How much of it do I want to see at any one moment? What action is to take place while the camera turns? How long do I want to keep each "shot" on the screen? How do I change from one shot to another in the finished film? The solution to these problems is only a small part of the essential information on narrow gauge film-making and presentation given in this book.

Written by an expert with many years of practical filming experience, the first part of the work deals with cameras, loading systems, methods of film processing, and other information which must be studied and understood if successful pictures are to be produced. The second, and major portion, devoted to actual film making and projection, covers such essential subjects as lighting, exposure, filters and color interpretation, sound tracks, duplicates, and cuts.

SHULTZ, G. D. *It's Time You Knew*. Philadelphia 5: J. B. Lippincott Co. 1955. 221 pp. \$2.95. *It's Time You Knew* brings a mother's interest and understanding to the problems of giving girls the necessary information about the physical and emotional aspects of sex. It explains the many ways that young bodies change and how to appreciate these changes naturally. Mrs. Shultz also stresses how the mind and emotions must be taught to keep pace with a developing body, and discusses the social aspects and general health problems involved. In his foreword Dr. Sturgis says, "It gives a picture of the joy and pride in themselves that is the birthright of boys and girls as they find a new confidence and satisfaction in their development toward manhood and womanhood." Here are the straightforward facts, honestly presented in a way that will win the confidence and respect of modern girls.

SHUTE, NEVIL. *The Breaking Wave*. New York 16: William Morrow and Co., Inc. 1955. 288 pp. \$3.50. Alan is 39 years old. An Australian by birth, he has been in London for the past five years and arrives home only to hear disquieting news. A young woman working for his family has been found dead. She called herself Jessie Proctor. That's all Alan knows, for she apparently destroyed all personal documents before the end. But hearing of the girl—knowing what she meant to the people he holds dear—Alan sets out to reconstruct the past. He has a mystery to unravel—another's life to discover. The answer falls into place gradually and, as it does, Alan finds a new answer to his own future.

SILLIPHANT, STIRLING. *Maracaibo*. New York 3: Farrar, Straus and Co. 1955. 220 pp. \$2.75. The fabulous oil fields of Venezuela, where "black gold" is drawn up from the very floor of Lake Maracaibo, form the unusual and exciting background for this novel of modern love and adventure. Vic Scott is a rugged soldier-of-fortune who makes a profession of fighting oil-well fires. Vic is doing the night spots of Havana with Laura Kingsley, A Pulitzer Prize poetess, when the word comes that a well, "Barroso No. 7," is ablaze, and that he must fly immediately to Maracaibo to fight it.

Fascinated by the almost pathological fearlessness of the man, Laura goes along for the ride. For, in spite of her fame, Laura is an unfulfilled woman, whose life has been rigidly determined by the memory of her genius father. Sensing that Vic may be the man who can release her, she discovers that he too is in flight from the past—the memory of a tormented affair with a beautiful ruthless girl.

And that girl, Ellen Hope, is waiting for them in Maracaibo, ready to give up even her wealthy Venezuelan oil executive if she can reawaken Vic's former passion. When Vic sets out to kill the blaze on Barroso No. 7, the incredible danger is compounded by an approaching hurricane. If he fails, all Maracaibo may become a lake of fire. But this eventually is hardly less threatening to the three haunted people than their own freshly aroused passions . . .

SKOGLUND, J. E. *They Reach for Life*. New York 10: Friendship Press. 1955. 174 pp. \$3. What is the great new fact of our time? The author says it is this: "For the first time in human history, millions and millions of earth's children are stepping from the mire of superstition, ignorance, oppression, and fear to the firm ground of truth and saying, 'We too, are men!'" He sees the current world revolution not merely in terms of mass movements or the gigantic struggle between rival ideologies; he sees it as the upsurge of little people, reaching hopefully, desperately, threateningly, to grasp their just share of the fuller life so long denied them. He looks into the lives of some of those struggling individuals and shows us their many hungers. Dramatically, he unfolds the story of Raban of India, who plants and prays and then watches helplessly as marauding elephants and floods destroy his crops. He tells us of Mohammed Sadek, an Arab refugee from Israel, who lives in a hole-riddled tent under a hot desert sun and looks bitterly, day after day, toward his lost homeland.

Yet this is not a book of pessimism or defeat. Every story shows us that Christian agencies are in the midst of the world revolution, not as passive observers but as active participants who seek by serving to direct it toward constructive ends. The stories are so varied and cover so wide a geographic range that the reader feels the sweep, the depth, and the challenge of the great upheaval that is moving the earth.

SLOSSER, G. J., editor. *They Seek a Country*. New York 11: Macmillan Co. 1955. 348 pp. \$4.75. From its origins in Biblical times and in Europe to its introduction into this country in the early seventeenth century, the complete history of the

Presbyterians in America is traced by this book. It covers the entire growth and expansion of this Christian community, including such varied aspects as the migrations, the pioneer days, the doctrinal changes, the slavery problem, the founding of educational institutions, the separation into various denominations, service to the nation, and the missionary program. Fifteen leading scholars have contributed chapters so that the final work is a completely authoritative picture given by specialists. The chronological order welds these chapters into one continuous, interesting narrative reflecting an important aspect of the history of the United States.

SMITH, D. V. *Communication, the Miracle of Shared Living*. New York 11: Macmillan Co. 1955. 115 pp. \$2.50. This book outlines a modern program for teaching the art of communication in our schools. Facing the recent rapid changes in American life with the attendant problems, communication is seen as the very heart of the curriculum. Communication is necessary in peace as it is also as a front in war. "Shared living," human living, is the fundamental principle involved. "A sense of personal integrity" . . . "Imaginative awareness of human experience which comes through literature" . . . and "ability to read, to listen, to think, and to express thought clearly and courageously"—these are the author's goal for the school's communication program.

Many topics of current interest and emphasis come within the range of her discussion, among them broad teaching units, the importance of listening as well as speaking. Comics, the "three R's," adjustment to the individual's needs, children's books, stereotypes in attitudes and thinking, propaganda and "shared prejudices" are involved. "Cram courses" in grammar and modern "completion sentence" tests in English are frowned upon. Vocabulary changes, semantics, group discussion, the relative values of impression and expression are other topics considered. All these and other aspects of the communications program are skillfully woven into a unified pattern and design for instruction.

SMITH, H. R. *Economic History of the United States*. New York 10: Ronald Press Co. 1955. 773 pp. \$6. This book is a departure from the traditional textbook handling of American economic history. Unlike the common topical approach, the presentation here is narrative and chronological. The events of history are most meaningful when related as they happened in the dynamic situations which created them. Once the Constitution is adopted, each chapter takes up a short period in the sequence of administrations and skillfully interweaves the various strands of economic history.

This approach arouses and engages the interest of students, whether in business and economics curricula or majoring in history. Economic history comes alive and is no longer a dry collection of facts, statistics, forces, and trends. Students can see American economic evolution in its actual day-by-day context: the problems which our national experience posed and the way problems were resolved through conflict, compromise, or alliance. They can see why our economic institutions have taken one form rather than another, why economic evolution is slow and halting rather than rapid and direct. They will understand how the historical process has in the past, and continues in the present, to shape the economy.

The chronological approach, moreover, demands the careful selection of the significant facts from the trivial. Hence, the student is not overwhelmed with a mass of detail and, stimulated by the author's interpretation, he can come to grips with the basic problems in economic history. Chronological approach and interpretation disclose many new insights and often overlooked connections. Numerous charts, 148

tables, 5 maps, 16 figures, brief headnotes that summarize developments for each chapter, questions for discussion, and an extensive bibliography are also included.

SOLOVIEV, MIKHAIL. *My Nine Lives in the Red Army*. New York 17: McKay Co. 1955. 318 pp. \$3.75. Anyone would need more than the proverbial nine lives to be, among other things: ghost writer for Soviet marshals; history instructor to the top-ranking generals at the Soviet War College; and the eyes and ears of Stalin's deputy at the front during the Finnish war—and live to tell about it. Soloviev found these to be among his duties as *Izvestia's* correspondent with the Red Army. In his amazingly frank account of his years in the inner citadels of the Soviet Army, he tells of all this and much more—more than any foreigner and most Russians have ever been in a position to know. He knew the men whose names are prominent in the daily papers today—Malenkov, Bulganin, Krushchev, Voroshilov, Zhukov.

Soloviev came of a peasant family from southwestern Russia that had distinguished itself in the Revolution. Two of his brothers were generals in the Red Army, and he himself was educated on a Red Army scholarship. In 1932, he was the sports editor of *Izvestia* when Bukharin, the editor, suddenly announced out of the blue that he was to be the paper's military correspondent. Thus began his incredible years with the army. Slowly, from the innumerable details of life on maneuvers, in the barracks, in garrisons, at command headquarters, emerges a brilliant picture of the Russian Army. Before our eyes, this tormented titan, the world's largest army, writhes its unsteady way into the modern age of technology and mechanization and the fiery ordeals of the Finnish and German wars. The book ends with a moving description of the "Miracle of Moscow," when the last battalions of reserves, among them Soloviev, turned back Hitler's elite troops by sheer dogged determination after the professional army had disintegrated.

Soloviev came only gradually to realize that the Soviet regime was not in the best interests of the people, and this growing realization is expressed obliquely by incident and experience. When the history of the USSR is finally written, it is books like this—undistorted accounts written from the free world—on which historians will count to build their picture of Russia in the Iron Curtain years.

SPEARS, SIR EDWARD L. *The Fall of France*. New York 36: A. A. Wyn. 1955. 351 pp. \$5. This book is the second volume of a two-volume work, *Assignment to Catastrophe*, one of the great memoirs of World War II. A large reading audience on both sides of the Atlantic welcomed *Prelude to Dunkirk*, the first volume of *Assignment to Catastrophe*, with tremendous enthusiasm. Enthralled by the remarkable literary talents which General Spears displayed, sobered by the tragedy he depicted, the public found in those pages a recreation of events whose implications have not yet run out their frightening course.

In *The Fall of France*, General Spears concludes the account of his mission in 1940 as Churchill's personal representative to the French government in the dark months before the Nazi occupation. Beginning with June 1, 1940, the day following the Paris Conference, he tells the inside story of the next seventeen days in which the remnants of the British army were evacuated from Dunkirk, the Maginot Line was overrun, the French armies were enriched and outfought by Nazi troops, and most of the French leaders, robbed of all hope and initiative, capitulated to the invader.

These were the days in which all the fears expressed by General Spears in the first volume were realized in full measure. The heroic struggle to save France from

its traitors and defeatists was doomed. The government of Paul Reynaud was eclipsed, while the aged and senile Marshal Pétain took over to sue for an armistice. Out of the wreckage, which brought his mission to France to a bitter end, General Spears rescued de Gaulle, taking him to England in his own plane to keep alive the spirit of resistance.

STERN, G. B. *Robert Louis Stevenson*. New York 11: Macmillan Co. 1955. 150 pp. \$2.75. Robert Louis Stevenson was born in Edinburgh, city of romantic castles and material parades, and of a family of lighthouse engineers and ship builders. It is a small wonder that during his forty-four years he never lost his zest for high adventure on land and sea, seeking it out when it failed to seek him. This was the man who wrote *Treasure Island*, the greatest pirate story of high adventure ever written. Poor health kept him traveling, and his travels brought him exciting experiences and illustrious friends all over the world. An American wife and stepson, whom he adored, gave him close associations with America. It was for his stepson that he built the exciting adventures of Jim Hawkins and the rogue sea cook, Long John Silver, that was to be a classic for all boys for generations. Through periods of ambitious activity followed by months of aimless idleness, strenuous days of exciting experience, then weeks of frustrating illness,—Stevenson always found a zest for life whether among barristers or mill workers, seasoned diplomats or South Sea cannibals, and he had a special way with children who were important in his life. He was always happiest when writing, and the enormous number of books he produced his short but eventful life is evidence of this absorbing passion.

TAYLOR, G. A. *St. Luke's Life of Jesus*. New York 11: Macmillan Co. 1955. 171 pp. \$2.75. In this unusual translation, the author has combined the knowledge of a scholar with his striking ability as a writer to produce a beautiful and revealing version of the Gospel of St. Luke. In retelling the story in modern, yet reverent language, the author brings new vitality and new understanding to the familiar passages. The language and style which he employs are exceptionally moving, yet entirely accurate. Arranged as a continuous story, without division into verse, his translation provides absorbing and inspiring reading. More important, though, is the fact that Luke's original purpose in writing the Gospel is conveyed in this new version. It is not only a biography of Christ; Luke wrote to give the followers of the new religion the heritage of their faith, the foundation of their belief. The dynamic core of what Luke actually told is recaptured in these pages.

TAYLOR, V. F. *David Crockett*. San Antonio: Naylor Co. 1955. 79 pp. \$.2. The last man to die in the Alamo—bravest of the brave— was David Crockett. Frontiersman, Indian fighter, state legislator and U. S. Congressman, bear hunter, family man, dreamer of empires and martyr to freedom—the tall buckskin-clad David Crockett came down from the hills of Tennessee to join Travis, Jim Bowie, and the rest in the defense of the Alamo. A national figure whose popularity grows ever greater, his life is sketched in this biography designed for rapid, pleasurable reading. His entire life is covered, climaxing in a spectacular panorama of the incredibly heroic last hours of the little band of men who died in the Alamo.

TODD, LUCAS. *Showdown Creek*. New York 11: Macmillan Co. 1955. 182 pp. \$2.75. This is the story of Brock Mitchell, a young Rocky Mountain cattleman in the Seventies, and the struggle that not only makes future life and happiness possible for him but which also teaches him some things about himself. On his return to his home town, Showdown Creek, Colorado, he is faced with several problems—he must get a beef contract that will save his ranch, and settle a score with Chad

Deasey, revenge-seeking brother of the man Brock had killed in a fair fight. In his battle with the odds, he discovers that accepting responsibility, instead of being a mere burden, is the way a man proves his affection for the people he loves and, thus, is the final proof of manhood.

TRACY, DON. *Carolina Corsair*. New York 16: Dial Press. 1955. 381 pp. \$3.50. Never have the pages of American history offered a more heroic villain than Edward Teach, known as Blackbeard, the pirate who ravaged the seas from Maine to Florida in the early 1700's. Corsair, a murderer, established a legend which for sheer grotesquerie, is unmatched in the annals of piracy. Nor was a leading figure ever surrounded by such a galaxy of satellites as Blackbeard gathered—Stede Bonnet, the gentleman-turned pirate who blanched at the sight of blood but who was resolved to be a villain; Israel Hands, (the man Robert Louis Stevenson used in *Treasure Island* to portray the typical pirate) who lacked a kneecap because Blackbeard had shot it off in a merry prank; Governor Eden of North Carolina, who winked at Blackbeard's misdeeds for reasons of his own, and Governor Spotswood of Virginia, who did not wink, but scowled.

And finally, there is Tobias Knight, secretary to the Governor and rumored to be a fit companion in villainy to Blackbeard himself—who could stand by and see the pirate threaten his daughter, Carlotta, and her young lover, Polly Myett; and who could refuse to strike back as Blackbeard menaced the life of the North Carolina Colony, knowing that, of all the world, he was the only man who could control the pirate.

TRILLING, LIONEL. *The Opposing Self*. New York 17: Viking Press. 1955. 248 pp. \$3.50. This book marks the height of the author's mature and distinguished powers. He is able to make connections between apparently unconnected poles that set off lively sparks in the delighted reader's mind. In contrast to *The Liberal Imagination*, its highly regarded and widely read predecessor, this book is more literary, less polemical, in tone. There is still a sharp awareness of society, but the author is more concerned here with a single aspect of life—the problem of the self. He has gone back through literature to show how it suggests ways of being, how our attitude toward the self has developed, and the various faces under which it appears. Whether he is comparing Wordsworth's quietism with that of the old rabbis, or being ironic about Jane Austen's sense of irony, or commenting on the conformities of Flaubert's amiable bachelors, Bouvard and Pécuchet; whether he is concerned with Howells as a polarizing force in our social thinking, or with Tolstoi's *Anna Karenina* as a work of life rather than of art; whether he deals with the truths of Orwell or James or Dickens or the self-revelations of Keats, he is constantly shedding light on the values in literature that escape the ordinary reader, and that enrich it so greatly when they are pointed out to him.

TWAIN, MARK. *The Adventures of Huckleberry Finn*. New York 10: E. P. Dutton and Co. 1955. 346 pp. \$1.95. The tone of *Huckleberry Finn* is perhaps more various than its predecessor and the fun a little more exciting, but here again is the true stuff of young, adventurous life with its caves, wrecks, islands, open fires, floods, buried treasure. Most young readers will agree with Huck at the end of the book that it was a pity Aunt Sally was going to adopt him and civilize him, for, as he says, "I can't stand it." But it was an even greater pity that we do not hear more of Huck's intention of "lighting out for the Territory ahead of the rest."

TWAIN, MARK. *The Adventures of Tom Sawyer*. New York 10: E. P. Dutton and Co. 1955. 255 pp. \$1.95. Few writers have been able to capture the ever-widening horizons of boyhood as Mark Twain, and it is a fact that these two

immortal epics of Mississippi adventure can be enjoyed throughout life—"offering different meanings for different stages of perception," as Christopher Morley has said. We have the author's authority that "Most of the adventures recorded in this book really occurred; one or two were experiences of my own, the rest those of boys who were schoolmates of mine. Huck Finn is drawn from life; Tom Sawyer, also, but not from an individual; he is a combination of the characteristics of three boys whom I knew, and, therefore, belongs to the composite order of architecture." Whatever the outcome—reality or imagination—the world will go on treating both these young heroes as originals (living and recalling their own childhood in the process) and laughing with gusto at the "queer enterprises they sometimes engaged in."

ULLMAN, J. R. *Tiger of the Snows*. New York 16: Putnam's Sons. 1955. 312 pp. \$4.50. This is a story of one of the world's last frontiers—of a man and a mountain and the bonds that held them together. For Mount Everest had held a grip on Tenzing Norgay's imagination for over twenty years before the spring of 1953 when he and Edmund Hillary finally fought their way to its summit, where no man had ever stood before. And as anyone who reads this book will discover, it was no accident that he rather than anyone else achieved what he did. For within this simple, unlettered Himalayan mountain man burns a strong pure flame that no storm of man or nature can extinguish. Compounded of dream and desire, will and struggle, pride and humility, and in the end, victory, it is this flame which has made Tenzing what he is.

Born in a tiny village only a day's march from the foot of Everest, Tenzing grew up in the shadow of the great mountain that was to call him back and back again. It was his parents' dream that he should become a Buddhist priest and he began his studies in a Tibetan monastery. But the fires of adventure smoldered in his blood and at fourteen he ran away to find his fortune hundreds of miles to the southeast in Darjeeling. Here he found climbers from all over the world preparing their expeditions, hiring as their helpers the rugged and resourceful Sherpas from the Everest country.

Here Tenzing pursued his career as porter, sirdar, and, finally, accredited member of expeditions to most of the great peaks—Nanga Parbar, Nanda Devi, Bandar Punch—and seven times to the greatest of them all, Everest. In between were excursions with government engineers, a winter with an Italian scholar searching the remote Tibetan monasteries for a fabled Sanskrit manuscript—and lean days when he was forced to seek work as a common laborer.

The climax of these twenty years came on a May morning in 1953 with the final assault on Everest. Hundreds of thousands of words have been written about the event, and much unhappy controversy has raged around the question of which man reached the top first. Now for the first time and for reasons he makes eloquently clear, Tenzing tells about this event and settles the dispute once and for all.

Because there is no written Sherpa language, Tenzing is unlettered, and to tell his story required the collaboration of a writer. In James Ramsey Ullman, author of *The Age of Mountaineering* and the *The White Tower*, Tenzing found a collaborator—a writer with an expert knowledge of mountaineering and a marvelous ability to capture the spirit and quality of the man.

VANCE, MARGUERITE. *On Wings of Fire*. New York 10: E. P. Dutton and Co. 1955. 160 pp. \$2.75. She was a laughing, prancing vixen of ten with a mop of red curls, this Rose Hawthorne when the family returned from their years in Europe, and the world was her enchanted playground. Rome had been fun because

there were many *fiestas* and the great splashing fountains to amuse one; and Concord, when finally she came home to it, was a delight. Ned Emerson let her ride his pony; Bronson Alcott permitted her to trail about after him while he constructed what he chose to call "arbors" on the hill behind the Wayside; at Walden Pond there were games of "scaring" the great Thoreau. Hers was a wonderful childhood. Tragedy came with the death of her adored father, Nathaniel Hawthorne; then more years in Europe; romance; marriage, and disillusionment, and the final awakening to the vocation which crowned her life and made her one of the most beloved and revered women of her era.

VERRAL, C. S. *Mighty Men of Baseball*. New York 3: Aladdin Books 1955. 144 pp. \$2.50. What happens when an old-time ball player has a chance to choose his all-star team? Henry Lewis—"Fireball" Lewis as he was called—knew that picking an all-star team was going to be a tough job. Lining up a team of world-beaters was a tall order. There were so many players, so many good ones. Where would he start? With a pitcher? A lot of people seemed to think that Christy Mathewson had been the best hurler of them all. Unfortunately, Lewis had never seen the big star in action. Why not go see for himself how Mathewson performed? After all, he had been told to go back in time if he had to, to pick this all-star team, so . . . Authentic scenes from the days of Christy Mathewson to those of Willie Mays are pictured, as the author tells how and why each star became "tops" in his position.

VERRILL, A. H. *Strange Creatures of the Sea*. Boston 8: L. C. Page & Co. 1955. 268 pp. \$3.75. The author takes the reader on an ocean journey from the American coasts, where hermit crabs live in discarded sea shells, to the South Pacific, where palolo worms swarm by the millions at the surface of the sea. Strange and fascinating sea creatures such as ghost crabs and Venus's-girdle, the sea worm, are described, as well as the unsuspected oddities of more familiar sea dwellers, such as oysters and lobsters. The author of over 100 books on natural history and allied subjects, Mr. Verrill writes of his subject with authority. In an easy style and with a minimum of scientific terms, he tells us the basic facts about these creatures, in addition to the stories of their peculiar habits and attributes.

VINING, E. G. *The Virginia Exiles*. Philadelphia 5: J. B. Lippincott Co. 1955. 317 pp. \$3.95. During the Revolution, a group of Pennsylvanians, most of them members of the Society of Friends, were banished to Virginia because they refused to subscribe to a loyalty oath. Around this little-known episode in American history, the author has built a story of moral courage which has a deep significance today.

Caleb Middleton, one of the seventeen Friends, was arrested when his father decided to close down his iron furnace until peace should be restored. Though Caleb felt it was right to resist British tyranny, he stood firm with the other Friends. Without trial, the Friends were exiled to the mountains of Virginia and there, amid the strangeness and unfamiliarity of frontier life, they worked out their relationships and discovered their destinies. Caleb meets and falls in love with a Virginia girl. Among the other exiles are the cabinetmaker, Thomas Affleck, who has been wrenched away from his wife and children; Thomas Pike, a fencing and dancing master whose pretty wife had attracted Caleb back in Philadelphia; and John Hunt, oldest of the group, who is called upon to show physical courage equal to his moral fortitude.

WADE, F. M. *The French Canadians 1760-1945*. New York 11: Macmillan Co. 1955. 1152 pp. \$7.50. This study of the French Canadians from the English conquest to the end of the Second World War, with a preliminary chapter on the

heritage from the days of New France, traces the political, economic, intellectual, and cultural developments which have shaped the French-Canadian mind. French-Canadian nationalism is a basic factor in Canadian national life and, in view of Quebec's rich store of vital natural resources, is of growing importance to the Western world at large. Descendants of the 70,000 French Canadians of 1760 now constitute a third of the population of Canada, while there are also some two million in the United States. The stubborn struggle for cultural survival of this highly homogeneous people, who have maintained their own faith, language, and customs despite repeated efforts to assimilate them to the pattern of English-speaking North America, is a fascinating chapter in modern history. It is also one of the classic minority problems, which offers analogies which may be usefully applied elsewhere to-day in a world much concerned with nationalism and minority problems.

This book seeks to reconcile the English and French versions of Canadian history, which in the past have differed so widely as to suggest that they were the histories of two different countries. The author, who is an American and who has studied and taught in Canada and devoted ten years to this work, has drawn upon a wide range of new primary sources, as well as upon the standard secondary materials. His position as a neutral observer has afforded some new and valuable insight into Canada's national life. This is the most comprehensive and most fully documented study that has ever been made of modern French Canada. Extensive illustrations trace the development of French-Canadian art and architecture from the colonial period to the present day.

WALKER, MILDRED. *The Curlew's Cry*. New York 17: Harcourt, Brace and Co. 1955. 382 pp. \$3.95. Brandon Rapids was a still-growing Montana town in 1905. Pamela Lacey, the daughter of pioneers, loved it almost as much as she loved the cattle ranch that big Charlie Lacey, her father, managed for a group of Easterners. It surprised the townspeople that a person as "different" as Rose Guinard, a newcomer and daughter of the town's French milliner, should become such a close friend of hers and of Wrenn Morley, whom they expected Pamela to marry. *The Curlew's Cry* is the story of three decades in the life of Pamela and her town, of her fight to reconcile her strong individualism with the loneliness she sometimes felt—a loneliness that did not lessen when Wrenn Morley ran off with Rose. It took Pamela years to discover her true feelings about Wrenn and about Rose, too. They were years during which she herself married, lived in the East (which Maybelle, her mother, thought was nicer than the "crude West"), and at last returned alone to Montana to make a life of her own where she felt she belonged.

WARD, J. W. *Andrew Jackson: Symbol for an Age*. New York 11: Oxford Univ. Press. 1955. 294 pp. \$4.75. Every age creates heroes to suit its needs. For young, pioneering America of the early nineteenth century, Andrew Jackson filled that need. He was a symbolic figure of particular significance. This book shows how Jackson captured the imagination of his contemporaries and how the ideals of the period were fused in him. It is, then, a study of Jackson's time rather than simply a study of the man.

Concerned with defining the term "Jacksonian," the author selects meaningful episodes from the career of the hero of the Battle of New Orleans and traces their transmutation into symbol and myth. The image of Jackson as a victorious general, as a rough-hewn frontiersman, as a man of iron will, as Providence's child served to make him a legendary figure and a hero for an age. The author not only demonstrates the importance that Jackson had for his contemporaries, but also sheds light on the psychology of myth and hero-making in general. By doing so he succeeds in separating some fact from fiction, hitherto accepted as fact.

WATERS, E. N. *Victor Herbert*. New York 11: Macmillan Co. 1955. 671 pp. \$8.50. Who is not familiar with such Victor Herbert melodies as *Ah, Sweet Mystery of Life* and *Kiss Me Again*? But Herbert was not only America's greatest light opera composer; no man ever gave so much in so many ways to the total enrichment of American music. Vividly revealed here by a distinguished musicologist is the immense variety and scope of Herbert's musical achievement. As this biography makes abundantly clear, Herbert had few equals as a performing artist. The leading cellist in America, he was a soloist in the American premiere of Brahms' *Double Concerto in A Minor*; as the conductor of his own orchestra, of an outstanding concert band, and as leader of the Pittsburgh Symphony Orchestra, he was an unexcelled technician. With great skill, the author has reviewed and analyzed Herbert's prolific musical output—his more than forty operettas, his significant contribution to serious music with two grand operas and a vast number of art songs and chamber orchestra pieces. And he is shown as the friend and champion of American musicians—one of the founding directors of ASCAP, a leader in the fight for copyright laws.

WEBER, L. M. *Beany Has a Secret Life*. New York 16: Crowell Co. 1955. 270 pp. \$2.75. Nothing seemed the same any more for Beany Malone. First there was the letter from Norbert announcing that he wasn't coming back to Denver. And, as if that weren't bad enough, Beany was the only one in the family to get off on the wrong foot with her brand new stepmother. And all on the same day too! "The old order changeth," Beany's sister said philosophically. But Beany wished it wouldn't change quite so fast—that she had just a little time to catch up. And not until Beany learned the lesson that, ironically enough, she's been trying to teach others, was she able to find the thing she longed for most to belong.

WEST, REBECCA. *A Train of Powder*. New York 17: Viking Press. 1955. 318 pp. \$3.75. This book contains six essays by the author. Three of them deal with postwar Germany, two with murder trials, and one with an espionage trial. In the first of the German pieces, the author re-creates the drama that was played out at the Nuremberg trials of 1946. The Nazi defendants again stand in the dock, figures of doom "wreathed in suggestions of death," unforgettably delineated in their symbolic meaning of our time. In the other German essays the author takes psychological soundings of the effects of the German occupation on conquered and conqueror alike, and its sinister bearings on "the crucial political argument of our time, (which) will not be carried on in books . . . (but) will be lived."

In *Opera in Greenville* and *Mr. Setty and Mr. Hume*, the author report on two particularly brutal murder trials—one for the lynching of a Negro youth in North Carolina, the other for a "torso murder" in England. What were nine-day circuses in the yellow press are here transmuted into studies of socio-psychic cause and effect. Similarly, in *The Better Mousetrap*, what takes place in the courtroom is only the framework for the author's explorations. Concerned with the 1952 espionage trial of a British diplomatic wireless service telegraphist, the essay moves backward in time and space, unraveling the skeins of the strangely disordered personality of the accused. Here, as in each of the other five pieces, the question of guilt inspires the author to feats of psychological detection wherein unerring craftsmanship and a powerful narrative sense combine to a high purpose—the pursuit of truth.

WENHAM, EDWARD. *Antiques A to Z*. New York 16: Crowell Co. 1955. 159 pp. \$3.50. Here is a concise dictionary of American and British terms any collector or enthusiast is apt to encounter. Prepared by a well-known authority, it is portable, handy, and fully illustrated with on-the-spot drawings that are invaluable for

identification. Contains twelve sections, each dealing with a branch of the field: barometers; clocks; enamels; furniture; woods; glass; pewter; copper and brass; pottery and porcelain; Sheffield plate silver; firearms; edged weapons and armor. Each section includes the terms, objects, and words that the user may conceivably wish to look up. The furniture section, for example, includes everything from *Abascus* to *Yorkshire Dresser*. Everything is clearly defined and described. Most of the entries are brief.

WERNER, JANE, et al. *Walt Disney's Living Desert*. New York 20: Simon and Schuster. 1954. 124 pp. \$2.95. Here is a brilliant, exciting, yet, completely factual story of the teeming plant and animal life of our Western deserts. The first of Walt Disney's True Life Adventure books, it is based on the magnificent motion picture *The Living Desert*. Its text and the brilliant color photographs, made by master cameramen, present a fascinating world previously known to only a few nature specialists—an ever-changing land of sun, sand, wind, and rocks in which hundreds of living things struggle for survival. This book, full of color, suspense, and dramatic conflict, introduces as varied a cast of characters as has ever been assembled. Here are the deadly Gila monster, the venomous rattler and the king snake, the sharp-taloned hawk, the furry, eight-legged tarantula, as well as the cherry ground squirrels, the bright-eyed kangaroo rat, ambling tortoises, stolid beetles, and blinking owls of the desert days and nights. Recounting their daily lives, the book so expands and enlarges on the meaning of the film that reading these pages is very close to spending the day in the desert—an unforgettable experience.

WHITE, H. C. *The Four Rivers of Paradise*. New York 11: Macmillan Co. 1955. 254 pp. \$3.50. The author's new book is set in one of the most thrilling eras in all history—the last tense days before the fall of Rome in the fifth century. The once mighty city was a shell of its former self—an overcrowded city of tinsel pleasures, riotous luxury, and vicious intrigue. While Vandals and Visigoths swarmed over the provincial outposts, the Roman citizenry cheered at the blood of Gauls spilt at public games and feasted at gaudy banquets. To this doomed city came Hilary of Bordeaux, heir to a great estate in Aquitania. His arrival was the fulfillment of his life's dream. But Rome had many lessons to teach this young Christian. He was to learn that there were many kinds of Christians, and that the roads to Rome also led from the city to the greater world beyond. Around young Hilary, the central figure, the author has assembled an exciting case of characters: Gaia, the beautiful, embittered divorcee; Attis, the golden dancer of mysterious wisdom! Stilicho, the brilliant general who strove to save Rome at any price. As the dreaded Alaric moved against Rome and its fall became a tragic reality, Hilary gained strength in the face of destruction through his meetings with Jerome, Augustine, and the Pope himself. Hilary's is an inspiring story—the tale of a Christian's growing awareness that he had many missions, not only in indifferent Rome, but in the whole barbarian world.

WHITE, N. C. *The Thorn Tree*. New York 17: Viking Press. 1955. 320 pp. \$3.50. Beautiful, talented, glamorous—why did Elspeth Esker, when her famous husband died, go into such a tailspin of bitterness and withdrawal? Why did she reject her gifted and worldly brother and sister when they had always been a trio against the world—ahead of it, laughing at it, leading it on? What was there so far beyond normal grief in this death one winter afternoon? This was the problem that confronted Sebastian, the dead man's brother, when he was summoned back from his studies in Europe. His search, and the struggle to recapture Elspeth's spirit, leads him in pursuit of his brother's character through a rich gallery of personal en-

counters. Among these the good people of a small New England-town, of the kind so familiar to Mrs. White's readers already, contribute most warmth and shed the final light.

WHITTAKER, C. C. *Youth and the World*. Phila. 5: J. B. Lippincott Co. 1955. 512 pp. \$380. This is a new reader-anthology text for the upper high school years in the *Reading for Life Series*. It is designed to help the student know and understand the peoples and cultures of other countries; to help him see and appreciate the world as it is brought into the home by radio and television; and to prepare him for any world traveling he may do in the future.

A great proportion of the selections in the book is about young people or has been written by young men and women. Joseph Conrad's *Youth*, for example, a story growing out of his early experiences in the East, shows how young people want to test the trials of life. Eve Curie's story, *Four Years in a Shed*, illustrates vividly the problems of young scientists and how those problems were met and solved. Even the poetry expresses the feeling of young poets—the nineteenth century idealists who helped fashion our heritage of liberty and justice; the military men of the twentieth century who attempt to interpret the meanings of the conflicts which they experienced.

All of the selections are grouped by themes, by introductions and study suggestions, and by formal study tests. These tests trace major ideas and emotional experiences through the selections and serve as a guide for reading and understanding. The study helps and tests also focus attention on writing styles and language usage in conveying ideas to the reader. The selections are not typical of those included in standard anthologies. Each book in the series groups selections by ideas regardless of where or when these selections were written. For example, in the book there are stories, poems, and narratives written by such varied authors as Eric Severeid, Joseph Conrad, Stephen Benet, John Keats, Leo Tolstoy, James Thurber, Carl Sandburg, Confucius, Shakespeare, and William L. Laurence.

Four other books are now available in the *Reading for Life Series*: *Looking Ahead* and *On Your Own* for junior high-school classes; and *From Here On* and *All Around the Land* for the beginning senior high-school years. A *Teacher's Manual* is available for each of the books in the series.

WIGHTMAN, O. S., and CATE, M. D. *Early Days of Coastal Georgia*. Athens: Univ. of Georgia Press. 1955. 235 pp. \$6. In this book, a photographer and an historian, realizing that many of Georgia's historic coastal landmarks of the Plantation Era were rapidly disappearing, took as their responsibility the preserving of them for posterity. The doory houses of 200 years ago were falling to pieces; the slave cabins were disintegrating; roofs had fallen in, and doorways were gone. But the land remained and in the cemeteries they found the history of the early settlers. In this book, the authors have tried to preserve in photographs and sketches the charm of those people, who are direct descendants of the slaves of early times and retain the characteristics of their forebears.

WILKINS, H. T. *Flying Saucers on the Attack*. New York 3: Citadel Press. 1955. 329 pp. \$3.50. There has recently been an intensely increased awareness, heightened by newspaper reports, of the possibilities of space travel, and people of the earth have seen phenomena which might well be mysterious and uncanny aeriforms from other planets. It is believed that intelligence departments and highest government circles in many countries have strictly secret dossiers on space ships that have been sighted, among other places, in such divergent countries as England, U. S. A., the Far East, and Australia.

Harold T. Wilkins, who is already well-known for his books on the lost civilizations of South America, has spent nine years studying this subject, and has carefully checked facts on all reported manifestations throughout the world. This book recounts the adventures of many people, some of them pilots, who have seen and had contact with space ships. The author has studied reports of past phenomena and has identified them in the light of more recently acquired knowledge. Not the least startling feature of this book are the amazing authentic photographs which may prove that man is a citizen of a vast cosmos of whose mysteries he has still only a dim apprehension. A book of facts that is more astounding and incredible than science-fiction and which is an introduction to events that may dwarf our civilization.

WILSON, J. D., editor, and DUTHIE, G. I. *Romeo and Juliet*. New York 22: Cambridge Univ. Press. 1955. 303 pp. \$3. For the better reading of this volume-by-volume edition of Shakespeare, the veteran editor, has, in this volume, called in as collaborator, George Ian Duthie, who has given help in all things, including, off his own bat, a long and praiseworthy introduction. The stage history of this very popular play is, likewise, long, and it is as formerly the work of Mr. C. B. Young. The text, the notes, and the glossary are the joint work of both editors. The play has been so difficult at times that here and there, where the editors agree to differ, two signed notes take the place of one.

WILSON, SANDY. *This Is Sylvia*. New York 10: E. P. Dutton Co. 1955. 125 pp. \$2.50. The question naturally arises, Who is Sylvia? Well, she is Sandy Wilson's cat, and this is ostensibly her biography. She is a theatrical cat, and her book is a theatrical memoir to end all theatrical memoirs. It's all here: the struggles to achieve success on the stage—the life of an established musical comedy star—love affairs—marriage into the aristocracy—glamorous experiences in Hollywood and on the Riviera.

WINCHELL, PAUL. *Ventriloquism for Fun and Profit*. Baltimore, Md.: I. and M. Ottenheimer. 1955. 221 pp. \$3. Here's your chance to become a successful ventriloquist. Paul Winchell, acclaimed by critics as the best ventriloquist of this era, tells you how easily you can do it. He gives complete instructions on every phase of ventriloquism, punctuating the instruction with amusing and intriguing anecdotes about his career from the time he and Jerry won first place on the Major Bowes Amateur Hour to his rise to the top in TV and show business.

You will learn to create the ventriloquial voice and speak without moving your lips. By following the simple instructions and the step-by-step illustrations, you will be able to make your own dummy, to manipulate this new partner of yours and give him life and character. You will be able to practice your act by using some of the routines and acts that Paul Winchell has actually used on his TV shows and in the theater. It won't matter whether you decide to use your ability as a ventriloquist for the fun of entertaining your friends or for the profit of entertaining audiences across the footlights. In either case you will have lots of fun and will profit a great deal, even if not in money, by the self-confidence and co-ordination you have obtained and in the way your working knowledge of ventriloquism helps you in your everyday life.

WILSON, SLOAN. *The Man in the Gray Flannel Suit*. New York 20: Simon and Schuster. 1955. 315 pp. \$3.50. This is a novel about the man in the gray flannel suit. In these pages, the man's name is Thomas Rath. He happens to work at Rockefeller Center in New York City, and his home happens to be in a nearby

Connecticut suburb. His wife, Betsy, and their three children meet him in their battered old Ford when he arrives home from work each evening.

Although this novel is about the Rath family, the man in the gray flannel suit is a fairly universal figure in mid-twentieth-century America. The gray flannel suit is the uniform of the man with a briefcase who leaves his home each morning to make his living as an executive in the nearby city. Tom Rath's wife appreciates the security this job provides, though both she and her husband at times question whether this is the life they really wanted when they were first married.

Tom Rath married Betsy when he was twenty-one and got into the war shortly after Pearl Harbor. As a paratrooper he killed seventeen men. He also met an Italian girl in Europe who later became far more important in his life than he ever thought possible. Though most men do not fall in love with girls in Rome and don't even in the course of a war, kill seventeen men, each man has his own problems about which the world knows very little. These men are all over America wearing gray flannel. A few short years back, they were wearing uniforms of olive drab. The central theme of this novel is the struggle of a man to adapt himself for the relative security of O. D. to the insecurity of gray flannel. Today many wear the gray flannel suit and wonder whether this uniform provides as secure a life as the one they had when they were wearing O. D.

WINN, ROWLAND. *Carmela*. New York 16: William Sloane Associates. 1955. 318 pp. \$3.50. Alex Lauder left London, convinced that the romance of his life was behind him. However, being of sound mind and body, he looked forward to solace and forgetfulness in the bright warmth of Spain. This was a country he knew and loved. He would be alone and like it. Just like so many other well-laid plans, Alex's promptly went haywire. He barely had time to feel bereft in the romantic old city of Granada when certain close friends, both male and female, started to descend. First came Digby Whittaker, a polished product of the Foreign Office—but a thoroughly unconventional one. Next, Monica Stopham, beautiful, ingenious, and perfectly equipped to make the most famous matadors break training. These two firmly latched onto Alex—and the fun begins.

WOODRESS, JAMES. *Booth Tarkington*. Philadelphia 5: J. B. Lippincott Co. 1954. 350 pp. \$5. Among the masters of American fiction, there is one name which will always stand for humor of the finest, most perceptive nature. Coupled with the ability to love and understand his fellowman also came that rare trait of first-rate chroniclers—civility. Booth Tarkington's fame as a writer comes as a direct result of his success as a person. The author, his first biographer, has taken loving care to highlight just this interpretation of one of America's favorite talents. Tarkington's youth was spent in Indianapolis. Like most men, Tarkington had to fight long, hard years, assailed by doubt and fruitless effort, before his success was recognized. This book tells of those years throughout which the great loyalty of his sister Hauté sustained him. From such sound apprenticeship came *The Gentleman from Indiana* and *Monsieur Beaucaire* and the beginning of an exhilarating literary career. The classic *Penrod* followed and then the Pulitzer Prize-winning *The Magnificent Ambersons*, and *Alice Adams*. But Tarkington's varied interests brought him success in other fields as well. He was elected to the Indiana Legislature for a term, brought the warmth of his talents to many successful Broadway plays, and amassed a large collection of fine paintings. There followed the happy years in Kennebunkport, Maine, without which no Tarkington story would be complete. Perpetuator of the values of the society into which he was born, and classic chroni-

cler of boyhood, Tarkington here receives his due in a warm and distinguished appreciation of his life and work.

WORTH, C. B., and ENDERS, R. K. *The Nature of Living Things*. New York 22: New American Library of World Literature. 1955. 200 pp. 35c. This is an explanation of the plant and animal kingdoms—from algae to orchids, from protozoa to man. Here one learns about the origin and structure, the life habits and relationships of living organisms. A Signet Key Book.

WRIGHT, L. B. *Culture on the Moving Frontier*. Bloomington: Indiana University Press. 1955. 273 pp. \$3.50. On each successive American frontier, from Jamestown in 1607 to San Francisco in 1849, a self-conscious group who frequently called themselves "the better element" struggled to re-establish older patterns of culture and to reproduce the best of the civilization which the settlers had left behind them. In this history of the migration of American culture, the author, director of the Folger Shakespeare Library in Washington, D. C., describes the efforts of these people to bring traditional influences into primitive communities. Early colonists in this country set about immediately to establish the correct modes of education, religion, and social life that they had known in their native England. They built churches, established schools, started libraries, and organized public opinion in defense of orderly existence while waging incessant war with the frontier forces of lawlessness and disintegration.

Successive generations took this cultural conservatism and the British heritage with them as they moved west across the continent, but Dr. Wright emphasizes that the vitality of this British tradition transcends mere national origins. No country in so short a time has ever molded so many diverse peoples into a homogeneous, unilingual nation. The impact of the English language, the influence of its literature, and the assimilative ability and dominancy of British culture have fused into a unified group the many nationalities which have peopled this country.

WYNDHAM, JOHN. *Rebirth*. New York 18: Ballantine Books, 404 Fifth Ave., 192 pp. 35c. An absorbing story which affirms that the creative potential of the race is not exhausted, that, in spite of his mistakes, Man's destiny is bright. A Ballantine book.

YBARRA, T. R. *Verdi, Miracle Man of Opera*. New York 17: Harcourt, Brace, and Co. 1955. 320 pp. \$4.75. When the old man died, the thronging citizens of Milan stopped and lined the streets to watch his funeral cortège go by. As the hearse passed, there rose from all those throats the sound of music—the famous chorus of exiles from Verdi's great success, *Nabucco*. For never has a composer so captured the loyalty and devotion of his fellow countrymen as did Giuseppe Verdi with his twenty-nine operas in his eighty-seven years.

From his village birthplace, through years of training under the local organist and finally in Milan, Verdi was catapulted into early prominence. After *Nabucco*, his third work, opera after opera came from his pen until his great three, *Rigoletto*, *Il Trovatore*, and *La Traviata*, arrived in quick succession. But greater things were yet to come. It is the thesis of this book that Verdi left his crowning achievements in *Aida*, in *Requiem*, in *Otello*, and finally in *Falstaff*, that miracle of the composer's eightieth year.

YUTANG, LIN. *Looking Beyond*. New York 11: Prentice-Hall. 1955 395 pp. \$4.95. Lin Yutang, one of the world's most famous writers, and one of the orient's most versatile scholars, here offers a wise and witty approach to the solution of the eternal problems of mankind. This is his first book to deal primarily with the problems of the Western World.

Picturing an ideal society in the year 2004 A. D., Dr. Lin weaves his ideas into a delightful narrative framework. Nothing escapes his observation, his wit, and his wisdom. Religion, education, love, marriage, bureaucracy, politics, food, capital punishment—everything from the conflicting ideals of various schools of philosophy to fashion's fancies—are brought into thought-provoking focus by Dr. Lin, whose clear perception and deep understanding of the occidental mind is made even more penetrating by his calmly objective analysis.

Looking Beyond is no mere social critique, no facetiously satirical, shoulder-shrugging commentary on the way things are. Through his portrayal of life on the imaginary island of Thainos, Lin Yutang reveals his fundamental conclusions about the conduct of life.

Pamphlets for Pupil-Teacher Use

ANDERSON, MAXINE. *Annual Digest of State and Federal Labor Legislation*. Washington 25, D. C.: Supt. of Documents. 1955. 89 pp. 30c. The twentieth issue in a series of annual digests of labor legislation prepared by the U. S. Department of Labor, Bureau of Labor Standards. Covers laws enacted since June 30, 1953, and during 1954 by the state legislatures and the Eighty-Third Congress of the United States (Second Session).

APLEGATE, N. S. *Understanding That Boy of Yours*. Washington 8, D. C.: Public Affairs Press, 2153 Florida Ave. 1953. 52 pp. \$1. Discusses basic principles which should serve as a guide to parents in their rearing of young people. Also of interest to teachers and other school people.

BADGER, H. G., and RICE, M. C. *Statistics of Higher Education: Receipts, Expenditures and Property, 1951-1952*. Washington 25, D. C.: Supt. of Documents. 1955. 109 pp. 35c. Statistics for the school year 1951-52; chapter 4, Section II of the *Biennial Survey of Education in the United States, 1950-52* prepared by the U. S. Office of Education.

BAUER, W. W., and DUKELOW, D. A. *What You Should Know About Smoking and Drinking*. Chicago 10: Science Research Associates. 1955. 40 pp. 50c. Seven deadly poisons are found in tobacco, including arsenic, formaldehyde, hydrogen cyanide, and ammonia. Continued heavy drinking keeps people from eating the foods they need for health. These are the kinds of facts that children in upper elementary grades and junior high school learn, in interesting story form, from a new booklet about tobacco and alcohol. These authors report that all doctors agree that smoking is harmful to growing boys and girls. Alcohol, however, they contend, doesn't injure the body directly, but dulls the brain and leads to highway accidents and other misfortunes such as divorce and unemployment. They conclude that "you will have many friends whose parents smoke and drink," but for yourself, you must "make up your mind about tobacco and alcohol" on the basis of facts.

BENJAMIN, HAROLD. *True Faith and Allegiance*. Washington 6, D. C.: National Commission for the Defense of Democracy through Education of the NEA, 1201 Sixteenth Street, N. W. 1955. 114 pp. 50c. This book is the result of an inquiry into education for human brotherhood and understanding. It is an unusual book in the field of human understanding.

Better Light Better Sight News. New York 17: Better Light Better Sight Bureau 420 Lexington Ave. 1955 (June). 16 pp. 17c. (available on a subscription basis 6 issues annually at \$1 per subscription). Contains the following articles: "At

Home in School", "Syracuse Workshop", "Lighting for Better Living", "Measuring Light", "11 Ways to Light a Classroom", "Lighting Featured at Cincinnati Home Workshop", "St. George's R. C. School Solves a Space Problem", and "Teaching Aids for Use in Home Economics Classes."

BLEY, GLORIA. *Twos a Team*. New York 16: National Child Labor Committee, 419 Fourth Ave. 1955. 12 pp. Focuses attention on the relationship between the school and the state employment service.

B'Nai Brith Vocational Service Bureau, 1761 R. Street, N. W., Washington 9, D. C., Publications of:

Careers for Women in the Armed Services. 8 pp. 20 c. Discusses the many opportunities for women in the Armed Services.

Careers in Home Improvement Contracting by M. A. Rutzick (8 pp. 20c). Discussing the many opportunities in this field.

Getting along with Your Parents by D. D. Raylesberg (16 pp. 20c). Provides basic facts about the social and emotional development of teenagers and their relations with parents. Very often it is tensions and worries at home that impair the young person's ability to talk over and plan for the future.

BOWEN, H. G. *The Edison Effect*. West Orange, N. J.: The Thomas Alva Edison Foundation, Inc. 1951. 72 pp. Composed of 6 chapters: Discovery of the Edison Effect, Fleming Finds Application for the Edison Effect, De Forest Invents the Audion, The Industrial Research Laboratories Take Charge, The Electron, and The Edison Method. Indexed and illustrated.

Box Score on the UN: 1954-55. Washington 6, D. C.: Committee on International Relations of the National Education Association, 1201 Sixteenth Street, N. W. 1955. 8 pp. 10c. The National Education Association's Committee on International Relations has issued its 5th edition of *Box Score on the UN: 1954-55*, in time for the Tenth Anniversary celebration of the United Nations. It reports in simple, concise form the often complex actions of the UN and is designed to help broaden knowledge and understanding about the United Nations. More than three million copies were distributed last year.

A Brief Biography of Thomas Alva Edison. West Orange, New Jersey: The Thomas Alva Edison Foundation, Inc. 1955. 32 pp. The story of a great American prepared by the Edison's Birthday Committee of New York.

CARTER, G. M. *South Africa*. New York 17: Foreign Policy Assn. 1955. 62 pp. 35c. Many problems, both domestic and external, of modern South Africa have bearing on the rest of the world. This booklet presents a balanced, comprehensive account of these problems against a historical and geographical backdrop.

The Chemistry Industry, 2nd edition. Washington 6, D. C.: Manufacturing Chemists' Assn., 1625 Eye Street, N. W., Cafritz Bldg. 1955. 160 pp. The Association prepared this book in the hope that it will stimulate a better understanding of the chemical industry based on the facts concerning its origins, its operations, its accomplishments, and its goals.

A Code of Professional Ethics for Administrators. Los Angeles: Association of Elementary School Administrators of Los Angeles City Schools. 1954. 5 pp. A practical and meaningful code as a guide for administrators in professional responsibilities and activities.

COHEN, N. M. *Vocational Training Directory of the United States*. Washington 9, D. C.: The Author, 1434 Harvard Street, N. W. 1955. 197 pp. \$2.95. A compilation of about 3,800 private and 600 public non-degree schools, offering over 300 semi-professional, technical, and trade courses to help high-school graduates find schools of below college-graduation level in which they may be interested. Information is arranged alphabetically by states and cities within the states in which these schools are located.

College Board Review. Princeton, N. J.: Educational Testing Service, Box 592. 1955 (Spring issue). 28 pp. 50 c. Also available on a subscription basis for \$1 per year for the three issues.) Contains news on college admissions and on the college scholarship service; also two articles: "Modest Milestones in the History of Testing", and "The Admissions Officer as a Consumer of Guidance."

COMMITTEE ON COMMERCIAL POLICY. *The Organization for Trade Co-operation and the New G. A. T. T.* New York 17: International Chamber of Commerce, 103 Park Ave. 1955. 16 pp. 30c. A statement by the committee with an analysis and appraisal of the general agreement on tariffs and trade.

CONGRESS OF INDUSTRIAL ORGANIZATIONS, 718 Jackson Place. N. W., Washington 6, D. C., Publications of:

Build Democracy in the Classroom. 1955, 17 pp. 15c; 2 or more, 5c each. This pamphlet reproduces the "friend of the court" brief submitted by the CIO to the Supreme Court during the Court's hearings on ways of implementing the decision on desegregating the public schools. Asking for a "forthwith" decree of "gradual adjustment," the brief describes the experiences within the labor movement and in the factories which has led to the conclusion that this is the best practical way to eliminate segregation.

Government by Minority, 1955. 16 pp. 15c each, 2-99 copies, 10c each. This revised pamphlet deals with the problem of state and Federal legislative re-apportionment. Containing charts on "variation in the population of U. S. Congressional Districts" and on dates of the last re-apportionments in state legislatures, the pamphlet discusses discrepancies in representation, "gerrymandering," "rotten boroughs," etc. Illustrated.

What's Behind the Drive for 'Right To Work' Laws. 1955. 325 pp. 15c each, 12 for \$1. Deals with the two arguments generally advanced in favor of state "right to work" laws—that they preserve a workers' right to a job and that such laws attract industry and commerce. Declaring that these laws have been misnamed, the CIO pamphlet advances the thesis that such laws are aimed at weakening unions and do not preserve a workers' right to a job, nor do they attract industry. Illustrated.

The Co-operative Project in School Improvement and Leadership Development of the School of Education, University of North Carolina. Chapel Hill: The University of North Carolina Press. 1955 (April). 32 pp. 40c. The April, 1955, issue of *The High School Journal* which includes the following five articles: "The Co-operative Project", "Operational Beliefs for Leadership Development", "Using Lay-Professional Committees in School Evaluation", "Know Your School", and "The Involvement of Lay Citizens in School Follow-up Studies." This publication appears monthly, eight times during the school year, October to May. It is available on a subscription basis at \$2 per year.

DAVIS, J. A., and FREDERICKSEN, NORMAN. *Academic Performance of Public and Private School Graduates in Princeton*. Princeton, N. J.: Educational Testing Service. 1954. 23 pp. The regressions of average grade in liberal arts at Princeton University on ability measures are compared for graduates of public and private schools. Public school graduates were found to be superior to private school graduates in freshman average grade when ability as measured by the *Scholastic Aptitude Test—Verbal Section (SAT-V)* is taken into account. The public school graduates were also found to be superior with respect to sophomore average when ability is taken into account, whether ability is measured by first-term average grade, the converted school grade, SAT-V, or a combination of first-term average with converted school grade.

DAVIS, S. R. *Toward Freedom and Security*. New York 7: Association Press, 291 Broadway. 1955. 48 pp. 25c. This statement on freedom and security has been prepared at the request of the committee on Public Affairs of the National Board of the Young Men Christian Association for use as a program resource.

DENT, C. H., and TIEMANN, E. F. *Bulletin Boards for Teaching*. Austin 12, Texas: The Visual Instruction Bureau, Division of Extension, The Univ. of Texas. 1955. 38 pp. \$1. Designed to give suggestions and to illustrate techniques that will help classroom teachers to plan and prepare bulletin board displays. A third handbook, *The Felt Board for Teaching*, is also available for the same price from the same source.

A Design for Early Secondary Education in New York State. Albany: The State Education Dept. 1954. 128 pp. Offers suggestions to schools and their communities for improving the educational programs in grades 7, 8, and 9. Throughout the bulletin, emphasis has been placed upon local responsibility in program planning—the state being responsible for providing the over-all framework within which schools must function when developing a program. This bulletin re-examines the bases upon which a junior high-school program should be built and develops the board design of such a program. The suggestions offered are equally applicable to grades 7, 8, and 9 regardless of whether they are in an 8-4, 6-6, or 6-3-3 system.

DUPONT, H. B. *A Need for Leadership*. Wilmington, Delaware: E. I. duPont de Nemours and Co. 1955. 11 pp. An address before a group of engineers in which he points out the need for engineers as leaders.

Exhibits. Washington 6, D. C.: Research Division of the NEA, 1201 Sixteenth St., N. W. 1955. 32 pp. Mimeo. Prepared as an aid to officers and leaders who wish suggestions in the preparation of exhibits for meetings.

Faceless Informers and Our Schools. Washington 6, D. C.: National Commission for the Defense of Democracy through Education, 1201 Sixteenth St., N. W. 1955. 28 pp. In recent years, most alert Americans have observed or have read about individuals whose careers have been ended, or at least placed in jeopardy, through condemnation without adequate proof of wrongdoing or improper conduct. To many of us this is a matter of greatest importance to the integrity of free institutions in our nation. Recently, unidentified charges of subversive connections against public school teachers were distributed in Colorado. The *Denver Post* became very much concerned with the manner in which such information was being evaluated and dealt with by the authorities. The *Post* assigned one of its top editors to make a coast-to-coast study of this dilemma which confronts public officials—particularly school officials. He found a two fold problem facing such officials; first, how to

protect the community, particularly the schools, from infiltration by subversives; and, second, at the same time, how to safeguard due process and individual constitutional rights threatened by methods closely akin to smear tactics and to the conviction on suspicion, without fair defense, which is the classic method of the police state. The NEA Defense Commission is convinced that the series of reports resulting from the *Denver Post* investigation is of unusual current significance. This booklet contains a reprint of the series as they appeared in the *Denver Post*.

Federal Tax Issues in 1955. New York 22: Committee for Economic Development, 444 Madison Ave. 1955. 28 pp. Single copies free. This new study analyzes Federal tax revisions and reductions which are likely to be possible next year. The Committee urges that a prompt start be made on planning and gives a number of recommendations which should be made if reductions are possible. These recommendations were developed out of the continuing studies made of tax and expenditure policy of the Federal government by CED.

FERGUSON, ROWENA. *Hunger and Hope.* New York 10: Friendship Press. 1955. 64 pp. 50 c. Composed of 10 chapters: a changing world scene, how it all came about, a faith with a world mission, the why of missions, what the church is doing, and your job in this Christian mission. Also contains two discussion guides for leaders: What does revolution mean? and How much do we see?

Field Trip Pointers for Parent Guides. Detroit 1: Audio-Visual Materials Consultation Bureau, College of Education, Wayne Univ. 1955. 6 pp. 6c. This informative six-page leaflet will be of special interest to parents, teachers, P. T. A.'s, and school administrators.

53rd Report of the Director of the College Entrance Examination Board. Princeton: College Examination Board, c/o Educational Testing Service, P. O. Box 592. 1955. 108 pp. 50c. A report of the Director covering the activities of the Board during the period of July 1, 1953, to June 30, 1954.

Financing Small Elementary Schools and Small High Schools in California. Sacramento: California State Dept. of Education. 1955 (March). 62 pp. A study of the state's school finance program which provides for the extra expense of operating small elementary and high schools. In California a small high school (grades 9 to 12) is defined as a school of 280 or fewer pupils in average daily attendance. The range of pupil cost for 1953-54 for all high schools in the state was \$328.87 to \$882.37. The data shows a decided increase in cost per pupil for districts with fewer than 400 pupils. Also includes recommendations to the state legislature for whom the study was made.

The Ford Foundation's Report for 1954. New York 22: The Ford Foundation, 477 Madison Ave. 1955. 126 pp. Covers activities in the first nine months of 1954 and describes a philanthropic program under which grants totaling \$49,438,558 were made. Aid to education in the United States was the Foundation's major effort during this period, accounting for more than two-thirds of the funds expended. Another significant aspect of the Foundation's work was the growth of its program in economic development and administration. Support for projects in this field increased to 13 per cent of the grant total, as contrasted with two per cent in the preceding years. This increase reflects the belief of the Foundation's Trustees that "a healthy economy is essential if American democracy is to function effectively and fulfill its responsibilities both at home and abroad." Other areas of the Foundation's program in which grants were made were: public affairs, increasing knowledge of foreign areas, overseas development, and the behavioral sciences.

FORNWALT, R. J. *Juvenile Delinquency: A List of Resource Material*. New York 3: The author, Big Brother Movement, 33 Union Square West. 1955 (April). 7 pp. mimeo). 15c. A list of magazine articles, pamphlets, periodicals, and books on the subjects.

France. New York 21: French Cultural Services, 972 Fifth Ave. 1955. 221 pp. Discusses the geography and history of France; also the social aspects of French life, her economic life, and her intellectual and artistic life.

FRANK, JOSETTE. *Comics, TV, Radio, Movies—What Do They Offer Children?* New York 16: Public Affairs Pamphlets, 22 E. 38th St. 1955. 28 pp. 25c. Discusses the good and bad effect of these means of mass media and suggests what can be done.

Free vs Pay-Television. New York 22: Columbia Broadcasting Co., 485 Madison Ave. 1955. 10 pp. Discusses a number of the objectional features that would be encountered under pay-television.

Friendly Speeches. Cleveland 13: National Reference Library, 1468 W. 9th St. 1955. Unpaged. This book contains 62 short speeches that can be used as such or form a part of a longer one. These 62 speeches represent almost as long a variety of uses.

GM Information Handbook. Detroit 2: General Motors Corp., General Motors Bldg., 3044 W. Grand Blvd. 1955. 36 pp. Discusses General Motors' financial setup, employee progress, educational programs, research and testing, institutional activities, history, and describes booklets and films available from the company.

GRAHAM, P. L. *The High Cost of Politics*. New York 22: Columbia Broadcasting co., 485 Madison Ave. 1955. 16 pp. A proposal for financing political campaigns nationally.

GRAMBS, J. D. *Human Relations and Audio-Visual Materials*. New York 16: The National Conference of Christians and Jews, 381 Fourth Ave. 1955. 70 pp. 25c. Discusses some of the ways of using audio-visual materials for increased human-relations understanding, and gives specific examples of materials that teachers have found useful. It is addressed to both teachers and group leaders. Its purpose is to make leaders and teachers sensitive to the factors that operate in the use of audio-visual materials to increase, deepen, or distort the human relations insights of children and adults.

HALL, O. A. *What's the Next Move in Homemaking Education?* Sacramento: California State Dept. of Educ. 1955 (April). 143 pp. A report on a study of attitudes regarding homemaking education.

HAND, JUDGE LEARNED. *A Fanfare for Prometheus*. New York 16: The American Jewish Committee, 386 fourth Ave. 1955. 8 pp. 10c. The Judge's response upon being awarded the American Liberties Medallion by the Committee.

HARRIS, R. P. *My High School*. New York 11: Macmillan Co. 1955. 64 pp. \$1. A pupil book to help him become better acquainted with his high school. Each lesson (26 of them) explores an important part of high-school work.

HILL, G. E. *Who Should Attend College*. Athens, Ohio: Center for Educational Service, College of Education, Ohio Univ. 1955. 16 pp. Discusses not only who should go to college but also barrier to higher education.

Hobby Publications. Washington 25, D. C.: Supt of Documents. 1955. 32 pp. An annotated list of books, circulars, and pamphlets (includes price of each) issued

by the various U. S. government departments and agencies which contain information that will be useful to hobbyists or those seeking interesting pastime activities. These books, etc., are grouped under 12 different headings—aviation; birds; boating and fishing; building, painting, and repairing; collecting; cooking; electricity and radio; gardening; husbandry; photography, sewing; and miscellaneous.

HOTTEL, A. K. *How Fare American Women*. Washington 6, D. C. American Council on Education. 1955. 82 pp. \$1. An exposition of the numerous and varied forces which, during the last half century, have profoundly affected the nature of our society and the role of women in it. This report is a study of the needs of contemporary society in order to discover how better use can be made of the talents of all our people to meet these needs. This is an interim report of what has been done to date.

HUQ, M. S. *Compulsory Education in Pakistan*. New York 27; Columbia Univ. Press, 2960 Broadway. 1955. 174 pp. \$1.25. Discusses the program and presents what remains to be accomplished in the field of universal primary education in Pakistan and the special problems and difficulties involved.

HUTCHINS, C. D., and MUNSE, A. R. *Public School Finance Programs of the United States*. Washington 25, D. C.: Supt. of Documents. 1955. 259 pp. \$1.50. This report of the U. S. Office of Education supplies information concerning state and local procedures for financing public education. Data and discussions pertain to the school year 1953-54 and are based upon information from state departments in 1953.

In Your Service. Washington 25, D. C.: Supt. of Documents. 1955. 24 pp. 20c. This is the story about the work of Uncle Sam's forest rangers.

Infant Care. Washington 25, D. C.: Supt. of Documents. 1955. 112 pp. 15c. This is a new edition of the well-known *Infant Care*, the tenth revision since this publication for parents was first issued by the Children's Bureau in 1914. It has a new section on the care of premature babies, as well as increased emphasis on the need for precautions against accidents, the greatest single killer of children. Parents are particularly warned of such dangers as that of storing materials harmful to babies in empty food and beverage containers and leaving them within the reach of an infant. Like its predecessors, this edition of *Infant Care* attempts to bring together the best known and most widely accepted modern ideas of ways to keep babies physically healthy during their first year of life.

It's High Time. Washington 6, D. C.: National Assn. of Secondary-School Principals. 1955. 40 pp. 50 c a copy; 2-9 copies, 45 c each; 10 or more copies, 40c each. This handbook, illustrated in color, is the result of the co-operative effort of the National School Public Relations Association and the National Association of Secondary-School Principals, both departments of the National Education Association, and the National Congress of Parents and Teachers. The booklet has been prepared as a guide for parents of teenagers as assistance in gaining a better understanding of youth. In quick succession a teenager may cast his parents as heartless monsters, slavedrivers, hopelessly old-fashioned frumps, skinflints, killjoys, or a prince and a princess. Parents need something to help them understand all these lighting changes of mood and mind, which are frequently signs of growth in their youngsters. This booklet will be found helpful in learning how to react in a more effective and satisfactory manner to these situations. The parents of every teenager should have a copy of this unusual book.

JARACZ, W. A., and ARMSBY, H. H. *Engineering Enrollments and Degrees*. 1954. Washington 25, D. C.: Supt. of Documents. 1955. 31 pp. 25c. Classifies both engineering enrollments and degrees into 21 fields.

KENWORTHY, L. S. *Free and Inexpensive Materials on World Affairs*. Washington 8, D. C.: Public Affairs Press, 2153 Florida Ave. 1954. 94 pp. \$1.25. An annotated list for use by librarians, club leaders, teachers, and others interested in world affairs and who are anxious to obtain current materials on various phases of this wide field. Each listing may be secured for 50 cents or less.

Let's Be Different Together. New York 17: Department of Public Relations, Camp Fire Girls, Inc., 16 E. 48 St. 1955. 16 pp. Free: The 1954 annual report of Camp Fire Girls, Inc., which records the year's activities, the organization's growth and its achievements.

LEWIS, F. A. *The Incandescent Light*. West Orange, N. J.: The Thomas Alva Edison Foundation, Inc. 1949. 80 pp. A review of its invention and application. Indexed and illustrated.

Little Stories. Cleveland 13: National Reference Library, 1468 W. 9th St. 1951. 44 pp. Contains a large group of short stories that will fit a large variety of situations in speeches which need to be illustrated.

LYNCH, JR., W. W. *An Approach to the Study of Motivational Problems in Education*. Bloomington: Indiana Univ. Bookstore. 1955. 48 pp. \$1. A survey of the direction and scope of teaching practice, its modal psychological variables, and the practicable technique for securing information concerning motivation.

The Making of Steel. New York 1: American Iron and Steel Institute, 350 Fifth Ave. 1954. 104 pp. This book outlines the principal steps in the making of steel. It tells how the principal raw materials are procured, describes the making of the raw steel, and tells how the finished products are rolled.

Manpower Resources in the Biological Sciences. Washington 25, D. C.: Supt. of Documents. 1955. 57 pp. 40c. A report on a study conducted jointly by the National Science Foundation and the U. S. Dept. of Labor, Bureau of Labor Statistics.

MATHER, LOUIS, *New American School for Adults*. Washington 6, D. C.: Division of Adult Education of the National Education Assn., 1201 Sixteenth St., N. W. 1955. 39 pp. \$1. A re-write up-to-date revision for a general audience of the *Urban Public School Study* undertaken by the Division of Adult Education of the NEA in 1952. It is a study of how the city public schools for adults are helping to meet the educational needs of a free society in our changing times.

McGRADY, PAT. *Cigarettes—Lung Cancer?* New York 16: Public Affairs Pamphlets. 1955. 32 pp. 25c. Many people have been concerned over the recent publicity about the alleged relationship between cigarette smoking and lung cancer. Who gets lung cancer? Are cigarettes a cause? Should I stop smoking? To help answer these questions, Pat McGrady, a former newspaper man and well-known science writer, has assembled such scientific evidence as is available on the subject.

MERRITT, ELEANOR, and HAROP, HENRY. *Trends in the Production of Curriculum Guides*. Nashville, Tennessee: Division of Surveys and Field Services, George Peabody College for Teachers. 1955. 43 pp. 50c. A survey of courses of study published in 1951 through 1953.

MORRIS, GLYN. *A Guidance Program for Rural Schools*. Chicago 10: Science Research Associates, 57 W. Grand Ave. 1955. 48 pp. paperbound. \$1 for single

copies; 80c each for 10 copies or more. About half of our boys and girls drop out of school before they are ready for the world of work—a fact which emphasizes the need for guidance in schools today. This booklet pinpoints the unique problems in guiding rural youth and suggests ways in which to start a program or to help an established program grow. After describing the special problems in rural guidance, the author sets forth procedures that can be used to overcome these problems. He points out the importance of good records and clearly outlines the role of the classroom teacher or the rural counselor. The chapter on working with the group shows how various school experiences can also serve as a part of the guidance program. By presenting the latest guidance methods and materials and illustrating the most effective use of them, the booklet is a valuable reference for all educators who work with rural youth.

No News is Bad News—Where Schools Are Concerned. Washington 6, D. C.: National School Public Relations Assn. 1955. 32 pp. 50c. Both the press and education live in glass houses with their business conducted so publicly that every sidewalk superintendent feels qualified to comment and criticize. So says this handbook outlining practical, effective steps for developing good school-press policies, published by the National School Public Relations Association, a department of the National Education Association, in co-operation with the Oregon Education Association. Designed to help school administrators, editors, and reporters to cover and interpret more meaningfully all phases of modern education, the handbook contains the hard-hitting views of a journalism dean, a superintendent of schools, a newspaper editor, and an education reporter.

NORTHWAY, M. L. *What Is Popularity?* Chicago 10: Science Research Associates, 57 W. Grand Ave. 1955. 48 pp. Paperbound. 50c each with quantity prices on request. Do children pay too high a price for popularity? Are teachers and parents at fault for desiring popularity more than anything else for their children? These are the startling questions raised by the author. She considers popularity from varied viewpoints and gives case histories of the very popular children, the least popular, the leaders, and the followers. Not only will the reader get an over-all picture of popularity, but he will also receive practical suggestions on how to help children grow socially at home or in school. Attractive illustrations and graphic sociograms add to the booklet's readability. The booklet defines popularity, shows how it can be achieved, and analyzes the different kinds of popularity or lack of it. Rather than putting emphasis on popular acclaim, it stresses the important values of human living.

OGG, ELIZABETH. *Footing the Hospital Bill.* New York 16: Public Affairs Committee, 22 E. 38th St. 1955. 28 pp. 25c. Summarizes the three-volume report of the Commission on Financing the Hospital Care, which was sponsored by the American Hospital Association; also included recommendations. These three publications—*Voluntary Prepayment*, *Improved Methods of Financing Hospital Care for Groups Unable To Afford Prepayment or in Other Ways Pay for Care*, and *Why Does Hospital Care Cost What It Does?*—can be secured from the above address at 25 cents each.

Our Private Elementary and Secondary Schools and Their Financial Support. New York 17: National Association of Manufacturers, 2 E. 48th St. 1955. 12 pp. Points out that the "high standards of the independent schools" are threatened because of inadequate income to meet the rising costs of operation. The independent school does not generally receive direct support from government—local, state, or

Federal. By and large, most of the income for the private schools comes from tuition, endowments, and gifts. The study details how these traditional sources are inadequate to meet present needs and explains why new sources must be found." The study is the third and final booklet in a series which included: *Our Public Schools and Their Financial Support*, and *Our Colleges and Universities and Their Financial Support*. The booklets were published by the NAM to point up the critical financial needs of our schools and colleges.

PASSOW, A. H.; GOLDBERG, MIRAM; TANNENBAUM, A. J.; and FRENCH, WILL. *Planning for Talented Youth: Considerations for Public Schools*. New York 27: Horace Mann-Lincoln Institute of School Experimentation, Teachers College, Columbia Univ., 535 W. 120th St. 1955. 94 pp. \$1. This pamphlet, the first in a series of publications planned by the Talented Youth Project of the Horace Mann-Lincoln Institute of School Experimentation summarizes and interprets theory and research in order to stimulate schools to give more thorough and systematic attention to the identification and nurture of talent. Questions are raised and issues stated to point out research which schools may undertake in order to provide more adequately for their talented youth.

Prejudice and Mental Health. New York 16: The American Jewish Committee, 386 Fourth Ave. 1955. 12 pp. 5c. A pamphlet which attempts to give the layman some understanding of the emotional roots of prejudice and some practical help in how to deal with it. It is a reprint of two articles which recently appeared in *Today's Health*, entitled "Roots of Prejudice" by Elizabeth B. Hurlock and "Hope for the Prejudiced" by Lucy Freeman. This is a subject which arouses concern on the part of parents, teachers, and leaders of young people. The kind of information which the two authors give can help sensitize adult leaders to ways in which situations arising among youngsters can be dealt with, and the young people thereby helped towards sound emotional and mental health.

The Primary Unit, Curriculum Bulletin No. 3. Storrs, Connecticut: Curriculum Center, School of Education, Univ. of Conn. 1955. 33 pp. 50c. This story is a survey of practices in twenty-eight school systems located in twenty states as made by a student as a step toward the master's degree in education.

Proceedings of the Third State-Wide Conference on the Fifth Year in Teacher Education. Bloomington: Indiana Univ. Bookstore. 1955. (May). 69 pp. \$1. Included papers on "Improving the Fifth Year in Teacher Education" and the "Fifth Year in Teacher Education," reports on eight study groups, two summaries of the conference, a report on the next steps, a suggested guide for discussion groups, and a directory of participants.

Psychological First Aid in Community Disasters. Washington 6, D. C.: American Psychiatric Association, 1785 Massachusetts Avenue, N. W. 1955. 24 pp. Contains information concerning the field of mental health, particularly in relation to disasters and stress situation. Presents the basic principles for use by civil defense workers.

The Living Democracy Series. Medford, Mass.: Civic Education Center, Tufts Univ. Also available from the National Council for the Social Studies, 1201 Sixteenth Street, N. W., Washington 6, D. C. Publications in pamphlets published thus far: *The Isms—and You*—(Grades 10-12). A forthright presentation of Communism and Fascism in theory and practice, in contrast to Democracy. *They Made A Nation*—(Grades 9-12) The Founding Fathers humanly portrayed. *Who Says So?*—(Grades 10-12) Public Opinion: Its sources, its pitfalls, and how it can be used for public

good. *Capitalism—Way of Freedom*—(Grade 11 or 12) What makes our business system tick; its successes and its problems. *Work Without Strife*—(Grade 11 or 12) Labor-management relations in their bearing on economic freedom and production. *And Crown Thy Good*—(Grades 9-12) Civil rights: no freedom can be justly claimed that is not justly shared. *These Americans*—(Grades 7-9) Minority groups: "One nation, indivisible," for many lands. *Why Don't They Think!*—(Grades 10-12) The roots of prejudice in thoughtless speech and action. *Bread and Butter Plus*—(Grades 7-9) Co-operation for the common good. *Liberty and the Law*—(Grades 9-10) The story of one committee's joint effort to combat juvenile delinquency. *Get Into the Game*—(Grades 9-11) Politics is more than voting. If you want good government, get into the game, even if you don't run for office.

RAUSHENBUSH, STEPHEN, and ANDERSON, DEWEY. *To Make a Free World*. Washington 3, D. C.: Public Affairs Institute, 312 Pennsylvania Avenue, S. E. 1955. 56 pp. 25c. This is an exploration of a new foreign policy. It suggests a combination of diplomatic, economic, social, and cultural activities that could become a "people-to-people" movement. This proposal was presented to the Washington Midyear Workshop Conference on Point Four attended by representatives of two hundred eleven national organizations, et received much favorable comment.

Religion in Public Education. New York 16: The American Jewish Committee 386 Fourth Avenue. 1955. 20 pp. The committee expresses its position on many of the complex issues related to religion in the public schools.

A Report to the Legislature on a Study of the Country School Service Fund. Sacramento: Calif. State Department of Educ. 1955, (March). 235 pp. A report prepared by the Division of Public School Administration of the State Department of Education. The report of 20 chapters is divided into 5 parts: background and needs, conduct of country school service fund services, administrative practices, related problems, and a summary of recommendations.

ROLLINS, A. S. *The Plymouth Experiment*. New York 16: The Conservation Foundation, 30 East 40th Street. 1955. 20 pp. An evaluation of the Plymouth High-School Conservation Workshop which developed an experimental pilot program for the school in which the teaching of conservation was integrated with all major disciplines in the curriculums of all classes.

Room to Learn. Division of Legislation and Federal Relations of the National Education Association, 1201 Sixteenth Street, N. W., Washington 6, D. C., 1955. 24 pp. Free. Contains the background, facts, and figures on Federal aid for school construction.

ROSECRANS, G. L. *Apprenticeship*. Sacramento: Calif. State Department of Educ. 1955. 24 pp. Contains basic information on apprenticeship and the participation of the public schools in the program.

ROTHSTEIN, J. H. and O'CONNER, THOMAS. *Films on the Handicapped*. Washington 6, D. C.: International Council for Exceptional Children, 1201 Sixteenth Street, N. W. 1955. 62 pp. \$1. An annotated bibliography and source book of films, filmstrips, slides, and recordings on the diagnosis, care, education, and rehabilitation of persons with various kinds of handicaps.

RULM, BEARDSLEY. *Long Term Problems of Public School Finance*. New York 20: The Seventh Co., Inc., 608 Fifth Avenue. 1955. 8 pp. 10c. An address given during the AASA convention in Cleveland, April 4, 1955.

Safety in Action. New York 38: Association of Casualty and Surety Co., 60 John Street. 1955. 20 pp. A pictorial brochure with text setting for the many activities of the various departments of this association.

SANTA, B. M. and HARDY, L. L. *How To Use the Library*. Palo Alto, Calif.: Pacific Books, Box 558. 1955. 80 pp. Paper, 85c; cloth, \$1.85. Here is a library manual with the student's interest and point of view in mind. In it, the library becomes a laboratory where students work out a wide variety of activities to build library skills. This manual definitely has a "learning by doing" approach. All of the basic information needed for successful use of the library in the school and throughout later life is presented in a simple and direct, yet thorough way. Familiar illustrations within the student's experience are used to explain library procedures, making the lessons more meaningful. Student interest is also increased through the use of a conversational style and numerous cartoon drawings, which are definitely of the teaching variety.

It is suitable for any grade, nine through twelve. The language and explanations are simple enough for the ninth grade, but there is plenty of advanced information for students in their last year of high school. "Check Your Knowledge" review questions are found at the end of each section, along with a choice of activities. A "Problem in Fact Finding" section also makes for better student reference work. And at the end of the manual, there are two library puzzles—one basic, the other advanced—to challenge the student's knowledge.

The Sargent Guide to Summer Camps. Boston 8: Porter Sargent, 11 Beacon Street, 1955. 136 pp. Cloth, \$2.20; paper, \$1.10. What will it cost to send a child to one of the leading private camps for six to eight weeks during the summer? This states that the average tuition for more than 500 private residential camps is \$439, with a range from \$120 to \$1,000. These camps enroll approximately 50,000 children for a combined income of \$22,000,000.00 in fees. A comparison of these statistics with those published one year ago at this time show that both tuition and enrollments have been stabilized in the leading private camps. Where in 1954 the average enrollment per camp was 96, it is now 90. In some measure this has been compensated for by the small increase in average fees from \$434 to \$439. This stability, which during other periods has not been so apparent, augurs well for the future of private residential camps throughout the country.

SARNOFF, DAVID. *Comments of National Broadcasting Company, Incorporated*. New York 20: N. B. C., Inc., Rockefeller Plaza. 1955. 28 pp. Comment presented before the Federal Communications Commission in Washington, D. C. by the National Broadcasting Company on pay-television service.

School Modernization. Toledo 1, Ohio: Kimble Glass Co., Post Office Box 1035. 1955. 16pp. Shows, by illustrated case histories, how schools have solved modernization problems by the use of glass blocks.

School of Education Quarterly. East Lansing: Bureau of Research and Service. School of Education, Michigan State College. 1955, (April). 34 pp. A series of articles on school building and curriculum planning.

SCHRAM, HUGH. *Pilot Study*. Lansing: Michigan Secondary-School Association, a department of the Michigan Education Association. 1955. 28 pp. A report on defense information and orientation programs in 18 Michigan schools.

SEVAREID, ERIC. *The Climate of Liberty*. New York 3: Sidney Hillman Foundations, Reprint Department, 15 Union Square. 1955. 11 pp. Orders up to 100, free. An address given by the author upon his acceptance of a Sidney Hillman prize awards for two broadcast. Other reprints available are: *Weapons of Fear*, *Freedom Is a Local Job*, *New Ideas for New Problems*, *Freedom Without War*, and *The Illusion of Total Security*.

SMITH, WENDELL, *The Samohi Stylebook*. Santa Monica, Calif.: Santa Monica High School, Sixth at Pico Blvd. 1955. 24 pp. Single copy, \$1; 2 to 9 copies, 80c each; 10 or more copies, 65c each. This book is one of the very few guides specially aimed at writing for student publications on the secondary level. It follows a fresh and modern newswriting pattern, yet adheres to the most widely accepted rules of capitalization, punctuation, and grammar. On the part of the author who is a member of the Santa Monica High School faculty and a teacher of journalism, it represents many years of work even though it is a small manual. He has tried to confine the essential points of journalism instruction into a concise and readily understood book of directions. His choice of illustrations and examples are interesting, practical, and related to the subjects under discussion.

So People May Prosper. New York 17: National Association of Manufacturers, 2 East 48th Street. 1955. 36 pp. NAM presents to the public a program for national prosperity based on full production and increased productivity. The study advocates measures to permit or encourage growth of the nation's productive facilities as the pathway to high employment and a rising living standard.

The Story of Creative Capital. Wilmington, Del: E. I. Du Pont De Nemours and Co. 1955. 32 pp. Portraying the function and history of capital in our economy, this booklet uses photographs liberally to show a cross section of typical investors, how their earnings are put to work, and the benefits to the nation from the higher productive capacity created by capital.

SWANN, D. L. *The Answers*. New York 10: Friendship Press. 1955. 16 pp. \$1.25 pkg. of 10 copies. A piece for a verse choir. This is the author's indictment of the terrors of communism and his affirmation that in the eternal truths of Christianity lie the answers to the hopes of people everywhere.

THOMAS, S. B. *Communist China and Her Neighbors*. New York 22: Institute of Pacific Relations, 1 East 54th Street, 1955. 30 pp. 20 c. A review of internal changes and developments in China during the past several years and her relations to other countries of the East.

TOMPKINS, ELLSWORTH, and JONES, GALEN. *Keystones of Good Internal Administration*. Washington 25, D.C.: Supt. of Documents. 1955. 24 pp. 15c. This publication emphasizes internal school administration; that is, the administration of one staff and one building. It is not addressed to general school administration which involves management and supervision of a school system. The authors list and discuss 10 basic principles of good administration. It is a companion piece to a previous publication: *Keystones of Good Staff Relationships*.

TOOPS, M. D. *Working in the Core Program in Burriss Laboratory School*. Mencie, Indiana: Ball State Teachers College. 1955. 68 pp. \$1. Discusses the program and how it operates; a review of the philosophical and psychological principles underlying the program, the meaning of the core, and the structure of the program. Classroom procedures are reviewed in order that the reader may learn concretely how the core program works.

Toward Improved School Administration. Albany 1: The Co-operative Administration, New York, State Education Department. 1955. 12 pp. A summary of proposals for the recruitment, selection, preparation, and licensure of the chief school administrator.

The United Nations in Brief. New York: United Nations, Department of Public Information. 1955. 16 pp. A brief history of the United Nations and its related agencies. Also available from the same source are: *Palestine Refugees* (3pp.) and *Disarmament* (3pp.).

The UN Works for You. Washington, D.C.: U. S. Committee for the U. N., 816 Twenty-first Street, N. W. 1955. 28 pp. This booklet has been prepared as a guide to school and community leaders to help them plan and prepare programs and other activities in observance of the tenth anniversary of the U. N., October 24, 1955, which has been set aside as United Nations Day by a proclamation by the President of the United States in commemoration of the event and as a way to promote greater understanding of the purposes and of the work of the United Nations.

What Faces Ohio's Public Schools? Columbus: Ohio School Survey Committee, Room 6, House of Representatives. 1954. 80 pp. A brief digest of the report of the Ohio School Survey Committee of eleven members created by the General Assembly to make a comprehensive study of the state's public school system.

WILLIAMS, W. W. *Selected Films for World Understanding.* Bloomington: Indiana Univ., Division of Adult Education and Public Services. 1955. 88 pp. \$1.50. A guide to films for study and discussion of America's role in the world today. It is the outgrowth of a three-year film evaluation project. The publication should prove of value to social studies teachers and program chairman of adult community groups. Many times they might like to use films to depict vividly world conditions and problems, but too frequently they have no way of knowing what films are available or where they may be secured. Here is an annotated list of such films.

WILLIS, B. C. *The Teaching Guide for the Language Arts.* Chicago 1: Chicago Public Schools, 228 North La Salle Street. 1955. 108 pp. This booklet is based on a number of fundamental concepts which have for some time been stressed in professional discussion and writings, but too infrequently incorporated into courses of study and similar instructional aids to principals and teachers. The teaching-learning program which it outlines is based on systematic studies of the communication experiences of daily living; it covers the total range, preschool through junior college, of the schools' curriculum of general education; it is developed throughout in co-ordination with programs for other subject fields; and it directly relates extraclass, home, and community learning experiences to the classwork of the pupils. For possibly the first time, the preschool experiences of infancy are definitely related in a curriculum guide to the schools' educational program.

WISHIK, S. M. *How To Help Your Handicapped Children.* New York: Public Affairs Committee, 22 East 38th Street. 1955. 28 pp. 25c. Parents are cautioned to exercise patience but to avoid undue solicitude in dealing with a handicapped child. A number of suggestions for helping such children overcome possible personality disturbances are advanced in this booklet.

WOLFE, A. G. *Summary of the Literature and Research on the Intergroup Attitudes of Children and Youth.* New York 16: American Jewish Committee, Division of Youth Services, 386 Fourth Avenue. 1955. 50 pp. 50c (mimeo) A survey undertaken in an effort to determine what the children and youth of America were thinking about, how they felt about social and civil concerns, and specifically what their attitudes were toward the significant problems of group relations.

WOODWARD, R. L. *Safety Instruction in Industrial Arts.* Sacramento: Calif. State Department of Education. 1955. 69 pp. Presents essential safety instruction in the use of tools and equipment. Emphasis is given to the importance of relating safety instruction to the daily life of the pupils, both in and out of school. The bulletin is a guide for safety instruction and a means of evaluating the instruction.

ZIMOND, G. F. *Young Workers and Their Vocational Needs.* New York 16: National Child Labor Committee, 419 Fourth Avenue. 1955. 12 pp. Points out present day needs, especially broader vocational training programs in high schools.

News Notes

A NEW NASSP PUBLICATION—*It's High Time* is a 40-page guide for parents and teachers of high-school students who want to help their youngsters achieve an easy transition from the elementary or junior high school to the senior high school. It describes how adolescents grow, what are some of the teenage fads, and how family co-operation can set up workable rules for the many activities of the teenager. It also discusses such matters as courses of study, choosing a vocation, acquiring good study habits, extracurricular activity participation, and handling student expenditures. This publication is published jointly by the National School Public Relations Association, the National Congress of Parents and Teachers, and the National Association of Secondary-School Principals. These booklets may be ordered from the National Association of Secondary-School Principals, 1201 Sixteenth Street, N. W., Washington 6, D. C., at the following prices: 50 cents per single copy; 2-9 copies 45 cents each; and 10 or more copies 40 cents each. Payments must accompany orders amounting to \$2 or less.

A NEW LITERARY MAP OF MISSOURI—Two hundred and fifty men and women of letters who lived in or wrote about Missouri during the past century and a half are featured or named on the newly issued *Literary Map of Missouri*, now available at \$1 per copy, postpaid. In three colors, on heavy art stock 22 by 30 inches, this attractive map is designed to appeal to grade and high-school youth and also of scholarly value to adult readers, college teachers, and libraries. Located appropriately on the surface of the state map are thirty-three vignette sketches representing notable "Missouri authors" and their major books—including such writers as Mark Twain, Eugene Field, Harold Bell Wright, Langston Hughes, Sara Teasdale, and Tennessee Williams. Another sixty-seven authors are also located on the map by name and title of significant work, bringing the total number of names upon the map itself to one hundred.

An additional one hundred names of poets, novelists, dramatists, biographers, historians, essayists, journalists, and writers on popular science or current affairs between 1900 and 1955 are listed alphabetically in a supplementary box below the state map; each name is associated with a noteworthy work by the writer and the date of its publication. A third listing, this time of historically significant writers connected with pioneering and earlier growth of Missouri culture, is arranged chronologically from 1780 to 1899. This permits the viewer to learn the date of the first Missouri poem, the first novel published in Missouri, etc.

Under the editorship of Dr. Ben W. Fuson, of Park College, Parkville, Mo., who is president of the Missouri Association of Teachers of English, and Dr. Robert Greef, of Central Missouri State College, Warrensburg, Chairman of the Map Committee, the *Missouri Literary Map* was issued last April as a project of the association. This artistic exhibit can be confidently recommended for display in classrooms of schools and colleges; it is invaluable for libraries; and it makes a fine gift for lovers of midwestern literature and culture and of Missouriana, including the Ozarks region. Send \$1 for each copy, postpaid, addressing Dr. Robert Greef, Warrensburg, Missouri.

75 CIVIL DEFENSE FILMS FOR SCHOOL USE—The U. S. Dept. of Health, Education, and Welfare, Office of Education, Washington 25, D. C., has compiled a list of 75 civil defense films together with source information for civil defense instruction in schools. All films are with sound and are black and white unless "color" is indicated. The 75 films cover such topics as: background material to help understand

atomic energy; results and meaning of atomic tests; coping with natural disasters; preparedness against atomic attack; and the various services that civil defense organizations must be prepared to render in any emergency. Most of these films may be borrowed or rented from various sources. The sources are shown by symbols or abbreviations. A directory of sources keyed to these abbreviations is included to give the name and address of the distributor. For a copy of this list write to the U. S. Office of Education at the above address.

Also available for civil defense instruction is a 16-page folder entitled *Facts About Fallout* prepared by the Federal Civil Defense Administration. The FCDA tells in simple language the meaning of fallout, the dangers it presents, and the precautions which any citizen may take to protect himself and his family against fallout in the event of an enemy attack. Three million copies of this pamphlet are being distributed throughout the country through Regional and State civil defense organizations. Additional copies are available for 10 cents from the Supt. of Documents, Washington 25, D. C.

EPC PARTICIPATES IN NEBRASKA UNIVERSITY WORKSHOP—The Educational Policies Commission co-operated with the University of Nebraska in a two-day workshop on "Strengthening Community Life Through Education" on the University campus at Lincoln, July 13-14. Citizens and educators sought ways to apply the principles EPC sets forth in its recent policy statement, *Strengthening Community Life: Schools Can Help*. Commission members and staff took part in the workshop.

THE MAGIC FORMULA—Jeronimo Mallo, A Spaniard and a naturalized Mexican citizen who now teaches at Florida Southern College, has the following comment on the teaching of Spanish: "I would like to report some results of my three methods of teaching Spanish in this college. I tried the classic grammatical system; I tried that system called very improperly 'conversational' which consists of learning sentences; I tried a method truly conversational, talking in dialogue. As a native professor I have the same ability in using the three systems. However, the results were very different. With the grammatical method and adequate exercises the students learned to read, to speak, and to write. With the conversational 'catechism' the pupils could repeat the questions and replies, but they did not learn to speak because they could not form new sentences. The conversation alone is not efficient; one needs previously to know words and grammatical rules. Grammar, adequate exercises, good pronunciation, and true conversation are the keys to success."—*The Education Digest*, January, 1953.

HAS AN INJUSTICE BEEN DONE?—Do the book and movie *Blackboard Jungle* give a distorted picture of life and hate in a New York vocational high-school? Many readers and viewers say YES. The Editor of the *English Journal*, disturbed by the violence of treatment, arranged to get the facts from NYC educational officers. (See p. 48, *English Journal*, Jan. 1955). Salvatore Lambino, author of *Blackboard Jungle*, uses the pen name of Evan Hunter. Mr. Lambino served only 17 days as a substitute in English in the Bronx Vocational High School. All the 31 principles of vocational high schools in NYC dispute the lurid incidents mentioned in the book and movie. Never in their memory has there been an attempted rape, or any incident in which students ganged up and struck a teacher, or any teacher assaulted by a student with a knife. The teachers and students of Bronx Vocational HS are known to resent the portrayals in the book and fear that sheer fantasy may be interpreted as fact by the reader or viewer who does not know the actual situation. For this reason, the Associate Superintendent for Vocational and Academic High Schools in NYC welcomes anyone to visit the Bronx Vocational HS to see for himself the real character of the school.

STUDY HALLS, STUDY HALLS—Are they educationally desirable and a necessary part of the daily program? Or are they merely an administrative device for taking care of pupils not scheduled into regular classes? Observation of study halls in many high schools leads to the conclusion that their role is being re-examined. Those in favor of them say they help the pupil to learn how to study and provide him a quiet, work-like place to do assignments. Those opposed claim that most pupils do not really study in study halls—they just park there. And pupils are quiet because they are compelled to be quiet. The best place to learn how to study is right in the class, they say. At any rate, scheduled study halls appear controversial. Professional literature on the subject is scanty. Two recent researches show that—

- 1—Study halls are common in most high schools
- 2—They are of two types: (a) separate study hall, (b) library-study hall combinations; each seems to be equally popular
- 3—Study halls are supervised usually by a regular classroom teacher, not a staff member whose entire assignment is directing study halls
- 4—The two main problems are: (a) unprofitable use of pupils' time, (b) weak or uninterested teachers
- 5—Honor or pupil-managed study halls are seldom popular with administrators and teachers
- 6—Systematic instruction in how to study is seldom given in study halls
- 7—Major reason for trying to do away with study halls is non-instructional use.

Because of the increasing length of class period and the resultant fewer periods per day, it is probable that within 15 years the study hall may disappear from the typical public high school. State departments of education increasingly suggest longer class periods (55-60 minutes). In addition, many schools prefer that pupils enroll in class period rather than study periods. There is a lack of research to support the notion that 4 major subjects 5 times a week are the most appropriate educational program for high-school youth. The Carnegie Unit system is questioned.—*The Spotlight*.

HOT RODS—Now we have the hot-rodgers, especially in California. Youngsters are buying all sorts of jalopies, even model-T Fords, and spending thousands of dollars (yes, we mean thousands) putting lacquer finishes on the body and chrome plating the motors and more along that line. We met one 18-year-old hot-rodder at Santa Cruz who had spent \$2,300 on a model-T Ford which he bought originally for \$75. He said he had worked for the money that he put into his car. In many cities in the West, youngsters are buying old cars and putting lots of money into supercharging the engine for the highest possible speed to compete with other hot-rodgers either for looks or for speed on their drag strips. Hot-rodding, teenage speed racing on the highways, became so prevalent throughout the state and there were so many accidents that the police and other officials decided to create special areas, speedways, commonly known as drag strips, where the boys and girls could race their cars on weekends *under control and regulation*. The hot-rod movement, which now has a national organization behind it and a magazine, is spreading east and we rather imagine that soon you'll hear about it in your own town wherever you are. It's a question in our editorial mind whether this is an activity official agencies ought to promote, because the element of serious accidents is so very real. The whole movement is too young to gauge its direction, but we certainly shall watch it with keen interest. Recreation departments, police, private agencies proceed with much caution. The activity is loaded with trouble.—From "The Editor Comments" in *Youth Leaders Digest*, April 1955, page 261.

REPRINTS OF EDUCATIONAL ARTICLES—The educational consultants of the *Saturday Evening Post* have recommended reprinting an article entitled "The Scientists' Goofiest Discovery" as a highly useful supplementary learning aid for secondary-school pupils. The article shows how research in industrial science is making our world a better place in which to work and live. This theme is illustrated by the story of the discovery and development of a remarkable, brand-new family of chemical compounds known as "silicones." In early experiments, silicones were first considered one of chemistry's mistakes—weird and interesting but useless—until further research revealed that they possessed incredible properties. Today they are serving mankind in a hundred-and-one ways, from making planes fly higher to curing sick cows.

The article is reprinted for schools on the basis of its wide current-interest values and readability, and as objective, up-to-date information not readily accessible to teachers and pupils. Further, it might stimulate the interest of more students in becoming research scientists, of which there is a shortage in America today. The reprint will be found useful in classes of chemistry, general science, other science classes, industrial arts, economics, agriculture, and problems of American democracy. Forums and discussion groups, too, might find it of interest. Any school desiring reprints of this article and others that are being made can secure them without charge by writing the Educational Bureau of the Curtis Publishing Company, Independence Square, Philadelphia 5, Pennsylvania, requesting the quantity desired for class use. This is the last in the series of reprints for the 1954-55 school year. However, this service will be resumed in October and continue during the school year 1955-56.

FILMSTRIPS TO COMPLEMENT ENRICHMENT RECORDS AND LAND MARK BOOKS—A new series of filmstrips, based upon *Landmark Books*, published by Random House and upon *Enrichment Records*, which dramatize this popular historical book series, is being prepared at present. This new filmstrip series offers teachers a completely new teaching unit. For the first time there will be available the printed page, plus the audio and the visual, all completely correlated to help teach basic curriculum subjects.

The first six Enrichment Filmstrips are *Paul Revere and the Minute Men*; *The Winter at Valley Forge*; *Our Independence and the Constitution*; *The Lewis and Clark Expedition*; *The Louisiana Purchase*; and *The California Gold Rush*. Each historical filmstrip (1) presents the background of the event; (2) shows some highlights of the event; and (3) emphasizes the significance of the event in the development of the whole American story. Each is organized, specifically, to enhance and complement an Enrichment Record and text material and does not duplicate. The filmstrips are in full color and are authentic and accurate just as are the records and the Landmark Books. For complete details write Martha Huddleston, Director, Enrichment Materials Distributors, 246 Fifth Avenue, New York 1, New York.

HIGH SCHOOLS TO DEBATE GREATER EDUCATIONAL OPPORTUNITIES IN 1955-56—As a result of a nation-wide poll held among state debate sponsoring agencies and conducted by the National University Extension Association Committee on Discussion and Debate Materials, high schools of the nation will in 1955-56 debate the general topic of educational opportunities for the youth of the nation. The actual statement of the broad topic to be explored is: *How Should Educational Opportunities Be Increased for the Youth of the United States?*

The NUEA Committee has chosen three debate questions and three discussion topics within this general field for use in early season debate and discussion. The debate topics chosen are : (1) **RESOLVED:** "That Government Subsidies Should Be

Granted According to Need to High School Graduates Who Qualify for Additional Training"; (2) RESOLVED: "That the Educational Privileges Granted to Veterans of the Korean War Be Accorded to All Qualified American Youth"; (3) RESOLVED: "That the Federal Government Should Guarantee Higher Education to Qualified High School Graduates Through Grants to College and Universities."

For those schools interested in discussion work, the following three questions for discussion have been selected: (1) "How Can We Increase Educational Opportunities Beyond High School?" (2) "How Should the Local, State and Federal Governments Divide Responsibility for Education?" (3) "How Can Extracurricular Activities Best Contribute to the Educational Program?"

During early season debating, prior to January 1, 1956, the participating schools or the tournament management will choose any one of the three debate questions. In this way, debaters may be called upon during the season to debate on each of the three questions chosen by the Committee. During the latter part of December, 1955, at the annual meeting of the NUEA Committee, one of the three debate questions will be chosen for use in second-semester debating and in the state championship series of debate tournaments. Plans are already under way for the publication of the 1955-56 Debate and Discussion Manual. The Manual will again appear in two columns. Interested schools may secure information from Dr. Bower Aly, Committee on Discussion and Debate Materials, National University Extension Association, University of Missouri, Columbia, Missouri.

COST OF EDUCATION LIKELY TO DOUBLE IN NATION BY 1965—The National Citizen's Commission for the Public Schools has predicted that the cost of the nation's public education may be more than doubled by 1965. The Commission has forecast increased costs of from 55 to 110 per cent. The predictions are expressed in two reports which take a 10-year look ahead at the state of public education. In dollars, this would be an increase of from five to ten billions over current costs, or \$15 to \$20 billion as compared to \$8.9 billion spent last year.

In addition to generally rising costs, part of that increase will be needed to provide for an anticipated one-third increase in the number of pupils. By 1965 the Commission envisions a total population of 190 million, with 48 million school-age children. That is 12 million more than today.

How to finance the higher expenditure? For one thing, the Commission foresees a wealthier America thanks to a greater gross productive level—\$525 billion by 1965, for an increase of \$160 billion, or 44 per cent. For another, it anticipates that a lightly increased proportion of the national income will be earmarked for public education. The predicted increase is between 2.6 and 3.6 per cent.—*Indiana Teacher*, February, 1955.

SECONDARY EDUCATION OF THE FUTURE—The May, 1955, issue of *School Review* contains an article entitled "Considerations in Planning Secondary Education of the Future" by Maurice R. Ahrens (pages 269-276). Mr. Ahrens states that "Secondary education is at the crossroads! Within the next few years, decisions must be made which will determine the future of secondary education for the next 25-50 years. There have been times when decisions could be postponed, but in today's period of crisis it is mandatory that leaders in the secondary schools face up to the critical problems which are pressing for solution." He discusses the problem of school building needs and sets forth the need for decision before schools are built. He lists nine other needs which are as follows: need to re-examine goals of secondary education; need to gear the program to problems of youth and society; need to re-examine the over-all curriculum design; need to develop improved methods of teaching; need for new, comprehensive

materials for learning; need to re-examine the guidance program; need to find ways of evaluating behavioral objectives; need to determine best type of organization; need to find new ways of working for curriculum improvement.

SALARIES OF SMALL TOWN TEACHERS ON THE UPSWING—Teachers in the nation's smaller communities are edging up salarywise to their Big City Cousins. This is one of the major trends highlighted in a recent salary study of city school systems made by the National Education Association. It points out that there is a definite trend toward a closing of the gap that has existed between salaries paid to teachers in the nation's larger cities and those paid teachers in the smaller urban districts.

Salaries of elementary-school teachers in communities of 2,500 to 5,000 population have jumped 198.3 per cent since 1930-31 and 201.7 per cent since 1940-41. The salaries of this same group in urban districts over 500,000 population have increased only 112.3 per cent since 1930-31 and only 109.9 per cent since 1940-41.

"The tendency for salaries to increase with the size of the district was one of the major causes of a high employment turnover in rural areas and small towns," says Frank W. Hubbard, director, NEA's Research Division, who conducted the survey. "It made for an acute shortage in the war years between 1941 and 1945 by drawing school personnel from the small to the large communities. On the basis of trends in median salaries paid classroom teachers, the former advantages in the larger urban areas are decreasing."

CLASS SIZE NEEDS TO BE REDUCED—The Illinois Association of Classroom Teachers submitted a questionnaire on teacher load to which 1,805 replies were received as reported in the May, 1955, issue of *Illinois Education* (page 357). The following quote is taken from the article. "Of 1,094 replies to the question on load factors, 275 lamented the size of their classes. Lunchroom duty was listed by 162 teachers as a problem. (Some three fourths of the persons answering did not have lunchroom duty.) Other factors which many of these elementary and secondary teachers felt should be eliminated were meetings which are poorly planned or scheduled or which duplicate effort, double grades, playground duty, study hall duty, and lack of free time.

"Asked whether they enjoyed their present teaching assignments, 819 teachers replied 'very much,' 504 said 'very enjoyable,' 302 said 'fairly well,' and only 30 responded with 'not especially.' In regard to teaching load, 998 felt that their present load was 'reasonable,' 558 said 'heavy,' 127 reported 'extremely heavy,' and 24 said 'light.' When asked if they felt their teaching load could easily be made lighter, and if so how, most of the teachers said yes, by hiring more teachers and having more classrooms. Many, however, honestly replied no to this question.

"The desirable class size, as recommended by teachers at all elementary grade levels, and in junior and senior high school, was 25, with 20 to 25 rating a strong second choice. Nearly every person expressed a sincere desire for some free time during the school day. For high-school teachers, the majority of requests was for one period or one hour; most elementary teachers asked for 15 to 30 minutes each day. Suggestions for scheduling and arranging for curriculum meetings covered a wide variety of plans, but many of the teachers felt that such work could and should be done on released time."

'MIKE MAKES HIS MARK', NEW NEA MOVIE—*Mike Makes His Mark*, the fifth in a series of public relations films being produced by the National Education Association in co-operation with the National Association of State Teachers Associations, was premiered at the annual NEA convention in Chicago last summer. The film is about a junior high-school youngster named Mike, who has all the potentials for becoming a delinquent. The story emphasizes how a good guidance program, a good environment, a

well-planned curriculum, and adequately prepared teachers helped a confused youngster to become a good citizen. Other films in the series are: *Secure the Blessings*, *What Greater Gift*, *Skippy and the 3 R's* and *Freedom to Learn*. Write to the NEA for particulars.

SCHOOL HOLDING POWER—The April, 1955, issue (Vol. XIX, No. 7, 28 pp.) of *The Bulletin of the Michigan Secondary School Association* is devoted entirely to the topic of "School Holding Power." The titles of the six articles included are: The Teacher and School Holding Power, The Counselor and School Holding Power, The Principal and School Holding Power, The Superintendent and School Holding Power, The Parent and School Holding Power, and The Student and School Holding Power. Also included is an article on school camping. Copies of this publication may be secured for 15 cents as long as the supply lasts from the Michigan Secondary School Association, 935 North Washington Avenue, Lansing 2, Michigan.

The Use of USAFI Tests—The USAFI Tests in General Educational Development are purposely designed to measure the usable results of a four-year, non-technical high-school course. Norms were established in 1943 on the results of administering the tests to over 35,400 seniors in high schools throughout the country. Elaborate precautions are being taken to safeguard the tests and new studies are being made to check their validity and to re-appraise their function, which is to measure specifically the extent to which all the educational experiences of the individual, particularly his informal or self-educational experiences have contributed to his ability to "carry on" in a program of general education; that is, to his educational development which might have resulted had he attended a regular academic high school.

Thirty-one of the fifty states and territories recognizing the GED tests for granting diplomas or certificates of equivalency to veterans and servicemen, also use the tests in connection with high-school certification of any adult citizen. The general use of the tests for civilian accreditation is increasing. In most cases the certification is made by the state department of public instruction.

The testing program has been increasing—as much as 9 per cent over the past two years, perhaps largely due to the recognition of the GED tests for civilian accreditation. There is a trend toward more widespread recognition of the GED results by business firms, state and city civil service commissions, and various licensing boards in lieu of a high-school diploma. A partial list shows that over 300 business firms throughout the country will accept GED results for job qualifications—to name a few with very active interest—International Harvester Company, International Business Machines, Standard Oil Company, DuPont, Pan-American Airways, and several railroads.

Of the persons taking GED tests in North Dakota in 1953—35 per cent took them for personal satisfaction; 34 per cent to satisfy educational requirements for continued schooling; and 31 per cent to qualify for employment in industry, civil service, professional licensing, etc. Taken from an article entitled "The Development and Use of the High School Equivalency Certificate" by G. M. Stephens which appeared in the March, 1955, issue of *North Dakota Teacher*. Mr. Stephens is Superintendent of Riverdale Schools and President of the North Dakota Education Association.

Determining the Principal's Salary—Pointing out the need for a definite salary policy in the state, a new bulletin gives the formula proposed by the Minnesota Elementary School Principals Association as worked out by its Committee for the Study of Elementary Principals' Salaries. This formula is based on three factors: (a) the teachers' schedule; (b) the number of classroom units for which the principal is held responsible; (c) the number of months service rendered by the principal. The formula for elementary

school principals as stated in the bulletin is: *The Teachers' monthly salary plus 1% for each teaching unit in charge of the principal, times the number of months the principal is employed.* Already, International Falls and Red Lake are paying their principals according to the formula, the bulletin reports, and adds the comment: "The boards of these schools are to be commended for their forward-looking approach to paying professional salaries for professional services."—*The National Elementary Principal*, Volume XXXIV, No. 6, April, 1955, page 41.

WHY JUVENILE DELINQUENCY?—A new discussion film, entitled *Glass Houses* (27 min., 16mm, sound film), is available from Brandon Films, Inc., 200 West 57th Street, New York 19, New York, either on a rental basis of \$5 per day or on a sale basis for \$95. This film is a provocative dramatization of the vital problem of juvenile delinquency in the United States today. It is designed to motivate interest and discussion. A typical case history is presented, and the reasons for the youthful crime traced back to their roots. Jay Jostyn (familiar as radio's Mr. District Attorney) as prosecutor, shows the community nature of the problem. Underscored is the influence and responsibility of the educator, parent, public official, and clergyman. The Illinois Congress of Parents and Teachers states that this film "brings to the attention of the audience the necessity for complete co-operation and understanding of the social forces which affect the life of all young people. It is challenging in its approach to relationships and services in the home, school, church, and community, not only in condemning unsatisfactory conditions, but also in suggesting plans of action for each, in providing the needs of youth. If every citizen could see this film and resolve to take full advantage of the lesson it brings, many of the causes for juvenile delinquency would be eliminated."

SUCCESS IN COLLEGE—The following conclusions were drawn from a recent study reported in *College and University* (January 1955, pages 166-181) in an article entitled "Relation Between High-School Average Grade and Academic Achievement of Agricutlural Students in Agricutlural and Mechanical College of Texas" by John R. Bertrand: "As single indicators of scholastic achievement in college, there is little difference between high-school average grades and over all-measure of aptitude As single indicators of students who may be dropped for scholastic deficiency or who may be placed on scholastic probation, aptitude scores are more reliable than are high-school grades As single indicators of academic success, when completion of the second year is used as the achievement criterion, high-school average grades are only slightly more useful than are aptitude scores."

READING ABILITY OF COLLEGE FRESHMEN—The February, 1955, issue of the *Alabama School Journal* (page 17) reports a study of reading ability that was made by a committee of the Association of College English Teachers of Alabama. In this article Dr. David H. Malone of Alabama Polytechnic Institute states that, of 3,868 freshmen in the fall of 1954, twenty-four per cent (911 students) made a score of 125 or below on the *Co-operative English Test* of the American Council on Education and only five pre cent (185 students) made a score of 195 or above. On the basis of this test these 3,868 freshmen were classified on reading ability as follows: those making a score of 125 or less, remedial; 126-194, average; and 195 and over, superior.

REPRINTS OF IMPORTANT ARTICLES AVAILABLE—For several years the National School Public Relations Association has been reprinting outstanding articles on education from national magazines. The articles are made available as a public service, at nominal cost, for distribution by schools and local education associations to community leaders. They have proved to be valuable tools in school public relations programs. In order to offer these articles on a more economical basis, a series of reprints has been prepared for distribution at one time. For information as to articles

available and the prices write to the National School Public Relations Association, 1201 Sixteenth Street, N. W., Washington 6, D. C.

SCHOOL PREPARES OWN STYLEBOOK FOR ITS STUDENT EDITORS—

Wendell Smith of the English Department of the Santa Monica High School, Santa Monica, California, has prepared a 23-page booklet entitled *The Samobi Stylebook*. This book represents many years of work on the part of Mr. Smith. He has condensed the essential points of journalism instruction into a concise and readily understood book of directions for the writers of articles for the school's publications. Included in it are sections on preparing copy, page layout for typing copy, guidelines, writing the story, using names, capitals, numbers, dates, punctuation, abbreviations, choice of words, and index. Copies of this stylebook may be secured for \$1 in cash from the author at the school address.

EVE ARDEN CAMPAIGNING FOR NATIONAL TEACHERS RECOGNITION DAY—Eve Arden, who stars in the title school-teacher role on CBS Television's and CBS Radio's *Our Miss Brooks*, has been conferring with representative New York state school teachers about expanding the state's first "Teachers Recognition Day" to nationwide observance. Governor Averell Harriman proclaimed May 23rd as New York Teachers Recognition Day. Miss Arden flew from Hollywood to New York to meet with the teachers who were cited by Gov. Harriman on that date.

Miss Arden co-operated in planning the New York state salute. She is now gathering data for a national campaign during the next months. The actress plans to write to the governors and educational associations of the other 47 states, detailing the New York observance and asking them to establish similar tributes in their states. "Her final dream," says Miss Arden, "is to have all of the states' Teachers Recognition Days" consolidated into one national holiday in honor of the country's school teachers.

On her trip to the East Coast, the *Our Miss Brooks* star also flew to Washington to stress, as guest of honor before a meeting of the U. S. Chamber of Commerce, the rate of student drop-out, the inadequacy of teachers' salaries, and the shortage of classrooms. Eve Arden is herself the mother of four children, two of school age.

CRUCIAL PROBLEMS OF TODAY'S SCHOOLS—The February, 1955, issue of *Educational Leadership*, the journal of the Association for Supervision and Curriculum Development of the NEA, contains a group of seven articles discussing crucial school problems. The title of the articles and the authors are: "Resolving Conflicts in Supervision" by W. A. Youch, "Using Research To Point the Way in Curriculum Change" by D. H. Russell and J. C. Parker, "Organizing for Effective Instruction" by W. B. Ragan, "Issues and Problems in Teacher Supply" by W. E. Armstrong, "Crowding—What Are the Issues" by K. E. Howe, "Implementing the Decision" by J. H. Fisher, and "Our Children's In-School and Out-of-School Teachers" by L. K. Frank. Copies of this issue may be secured from the ASCD, 1201 Sixteenth Street, N. W., Washington 6, D. C., at 75 cents each. This magazine is also available on a subscription basis from the ASCD (8 issues yearly) at \$4.50 per subscription. Association membership with the subscription and a yearbook can be obtained for \$8 a year.

CONSULTATIVE SERVICES ON COLLEGE ADMISSIONS—A new college admissions guidance service has recently been established by Dr. Ira M. Smith, Registrar Emeritus of the University of Michigan. During the past school year Dr. Smith has made his service available by appointment for consultations in high schools with students and parents relative to the subjects to be taken in high school in preparation for admission to the colleges and universities of their choice. This service is intended to supplement and support that given by college admissions counselors in the high schools. Dr. Smith's life-long career as a college admissions officer and his extensive personal association over

the years with other college admissions officers throughout the United States and Canada places him in the unique position of having firsthand information about college entrance requirements. Dr. Smith has published considerable material in this field. His latest is a 16-page folder entitled *Making the Most of College*. Full particulars about his work can be secured by addressing him at 401 East Liberty Street, Ann Arbor, Michigan.

MINIMUM TESTING PROGRAM FOR 1955-56—Printed below is the 1955-56 Minimum Testing Program for the Denver, Colorado, Public Schools, which includes the survey test that is given every three years. The program was accepted by all instruction committees.

Grade

Kdg.

For Elementary Schools

Date to Administer Test

1	Academic Aptitude (I.Q.).....	In kindergarten or by Nov. 30 if in the first grade
2	Academic Aptitude (I.Q.).....	During January
2	Reading Test. (Calif. or Gates).....	During February
3	Calif. Primary Battery, Form AA.....	By October 14
3	Otis, Alpha, S-F or Davis-Eells, Elem.....	By March 2
3	City-Wide Survey.....	April
4	Calif. Elementary Battery, Form AA.....	By October 14
4	Academic Aptitude (I.Q.).....	By November 4
5	Social Science, Pt. I—AA (History).....	Second Semester
6	Calif. Elementary Battery, Form AA.....	By October 14
<i>All Elementary Pupils Should Be Given An I.Q. Test Within The Year Prior To Being Promoted To Junior High School.</i>		
6	Otis, Beta or Davis-Eells, Elem.....	By March 2
6	City-Wide Survey.....	April

For Junior High Schools

7	Calif. Intermediate Battery, Form AA.....	By October 14
7	Calif. Soc. & Rel. Sc. I, T. 2, BB.....	8th or 9th month of the grade
	Calif. Soc. & Rel. Sc. Pt. II, T. 3, BB.....	8th or 9th month of the grade
8	Calif. Intermediate Battery, Form CC.....	5th or 6th month of the grade
8	Calif. Soc. & Rel. Sc. Pt. I, T. 1, BB.....	8th or 9th month of the grade
	Calif. Soc. & Rel. Sc. Pt. II, T. 4, BB.....	8th or 9th month of the grade
8	Coop. Science for Gr. 7-9, Form Y.....	8th of 9th month of Science Program
9A	Otis Classification (I.Q.), Gamma.....	By October 7 or March 2
9	City-Wide Survey.....	April

For Senior High Schools

10	Calif. Advanced Battery, Form AA.....	First Semester
10	Kuder Preference Record, Vocational, C.....	10th grade
10A	Biology II (for North Central Assoc.).....	Last 3 weeks of Second Semester
11	Crary American History, Form AM.....	Last 3 weeks of Am. Hist. III
11A	Physics II (for North Central Assoc.).....	Last 3 weeks of Second Semester
12A	Chemistry II (for North Central Assoc.).....	Last 3 weeks of Second Semester
12	Henmon-Nelson (Use for expectancy for).....	By November 18
12	City-Wide Survey.....	April

Frances R. Davis, Smith, chairman of the K-12 Evaluation Committee, made the following comments: "The program is *minimum*, which allows individual schools to use as many more tests as they feel desirable. Academic aptitude tests are given regularly at the first, second, fourth, and sixth-grade levels. This year an I.Q. test is given also at the third-grade level because of the request that an I.Q. test be given in the grade where survey tests are administered. The reason for giving these tests so frequently is the particular needs at each grade and their unpredictability in subsequent grades due to the growing maturity of children.

"The reading readiness test may be given in either kindergarten or first grade. Some schools prefer the kindergarten as a guide to placement in grade one; other schools prefer the first grade so that pupils may have the advantage of a year's growth. The test for the second grade serves as a validation of the earlier test and as a means of picking up late entrants. The fourth-grade test is influenced by reading skills, which have a significant bearing on achievement at this level. The sixth-grade test is useful for classification in the junior high school. Two tests are suggested for the third-grade level as a concession to schools with bilingual problems. The tests have a high correlation. The advantage of the Davis Eells test is that it gives a wider spread within the quartiles.

"Batteries are given during the first part of the year at the request of teachers who wish to use them for diagnostic purposes. Teachers are not inclined to use former test scores in analyzing pupil need. Two batteries are given during the survey year, one in the fall and the other in the spring. The first test is given as a clue to pupil need and as a means of familiarizing pupils with the mechanics of the test.

"The social studies test given in the fifth grade correlates more highly with the current program than most teachers think. However, as soon as the K-12 committee has produced a better test, it will be used."

FORGOTTEN MEN AND WOMEN OF TEACHING PROFESSION—Substitute teachers in the nation's public schools are "the forgotten men and women of the teaching profession," William G. Carr, executive secretary, National Education Association, believes. Dr. Carr's statement is in the foreword of the most extensive study ever made of substitute teachers and substitute teaching service in the United States. The study, released by the NEA Research Division, is published in the February, 1955, issue of the *NEA Research Bulletin* (50c). It is based on questionnaires sent to 3,861 superintendents of urban school systems and to 5,000 representative substitute teachers employed in these systems. It throws new light in a dim corner of the teaching profession. There is a total of 160,000 teachers—or one substitute for every six full-time teachers—who are "on call" throughout the country. Their total teaching time—6,800,000 school days per year—is equal to the teaching done by all regular teachers in the combined states of Colorado, Connecticut, South Dakota, and Maine.

Some administrators and regular teachers are inclined to regard these temporary teachers as "baby sitters or policemen." The NEA Research study, on the other hand, points out that the typical substitute teacher does not have to apologize for her professional preparation to anyone since it compares favorably with the full-time teacher. Two thirds of the substitute teachers employed in urban school systems are college graduates, and 17 per cent have had five years or more of college preparation, the study reports. The survey also indicates that substitute teachers as a group are not novices to the classroom. At least 83 per cent of them were at one time full-time teachers and their average full-time teaching experience adds up to five years.

The study also has toppled several preconceived ideas that substitute staffs are dominated by the young, inexperienced teacher or the older teacher who has retired from

active service. Approximately half of the substitute teachers are married women between the ages of 35 and 49. The distaff side also outnumbers men substitutes 14 to 1.

NATIONAL CONFERENCE ON YOUTH—Due to the facts that more scientific personnel are required to fill national needs and mass media are major influences on young people, the Thomas Alva Edison Foundation, 8 West 40th Street, New York 18, New York called a National Conference on Youth to attempt development of more wholesome influences through the mass media for guidance of youth. Its aims were to strengthen the interest of the various branches of the mass media in raising standards so as to become a source of inspiration and guidance for young people; to affect juvenile delinquency by a concerted effort to increase the concern of parents for better use of leisure time by their children; and to strengthen the interests of the various mass media in presenting the lives of great Americans whose careers can serve as a healthy inspiration for youth. The conference participants included interested national civic, educational, fraternal, veterans, and other service organizations. The sessions, held in Washington, D. C., devoted to discussion topics, were aimed to increase parent concern for better use of leisure time by their children and to encourage leaders of mass media to present values and heroes which challenge imagination and curiosity of the country's young people.

STUDENT CLUB MOVEMENT CONTINUES TO GROW—Ferdy J. Tagle, Principal of The New York School of Printing, and chairman of the student club program of the Junior Benjamin Franklin Societies, sponsored jointly by the International Graphic Arts Education Association and the International Benjamin Franklin Society, announces that there are now 67 chapters in the student club movement. Chapters exist in elementary, junior high, senior high, and vocational schools. Interested graphic arts and printing teachers are invited to communicate with Mr. Tagle through IGAEA headquarters office (412 National Savings and Trust Building, 719 Fifteenth Street, Washington 5, D. C.). He will be glad to provide detailed information concerning the purposes, organization, and functioning of these student clubs. There is no cost involved in organizing and operating a chapter. A beautifully printed charter and a large print of Benjamin Franklin will be sent to each new chapter. Buttons illustrated with a picture of Ben Franklin are furnished free to each member.—*Graphic Arts Education News Bulletin*.

HISTORIAN ASKS HELP—Dr. Edgar B. Wesley, leader in social studies at the University of Minnesota and Stanford University, has been appointed Centennial Historian for the National Education Association. It is expected that a volume of 300 to 400 pages will be produced by Dr. Wesley early in 1957, the 100th year of the Association. The book will tell NEA's impact on education and on the country as a whole. Dr. Wesley requests members of the Association to "open tongues, files, and memories." He requests clippings, documents, and accounts of dramatic and eventful debates and clashes of opinion, personal contacts and appraisals of educational leaders. He says: "Your contributions will be read with care and used under such restrictions as you might impose." All communications should be sent to him at NEA Headquarters, 1201 Sixteenth Street, N. W., Washington 6, D. C.

"SCHOOL SHOP" MAGAZINE SALUTES GRAPHIC ARTS CLASSES—In the March-April, 1955, issue of *School Shop*, a tribute was paid to graphic arts classes for opening the door for young people to careers. Special mention was made of Glenn Mitchell, a printing student struck by polio while at South High School, Grand Rapids, Michigan. Working with his instructor, Franklin Vanden Bout, and then at Ferris Institute, Big Rapids, Michigan, with instructors Kenneth Ross and William Vaxter, he

completed his training and is now employed as a linotype operator for the "Wayland Globe", Walyand, Michigan.—*Graphic Arts Education News Bulletin*.

GUIDE TO SCHOOL GUIDES—The output of curriculum guides is becoming big business. Some 185 school systems produced nearly 800 guides in three years. Projected for the United States, this means a huge library of homemade teaching guides for every subject of the American curriculum. Peabody College (Nashville) studies 796 guides produced between 1951 and 1953. This figure represented a 46 per cent increase over the preceding period of three years. Responsible for the increase was the sharp rise in guides for health, music, science, core, and industrial arts.

TEXT ON TWENTY SPORTS—"A unique book in the field of physical education," is the way the American Association for Health, Physical Education and Recreation describes its new publication, *Physical Education for High-School Students*. What makes this 416-page volume unique, the association says, is that it has been designed for use as a text in high-school or junior high-school physical education classes or as supplementary reading. The association also plans to bring out shortly a teachers guide and a set of standardized tests for use with the book as a text. Forty-three experts in athletics and physical education prepared the copy for the book which has been grouped into chapters dealing with the history, rules, skills, strategy, equipment, courtesies and safety of twenty different sports. In addition, there are chapters on keeping fit, dancing, recreational games and parties, intra-mural athletics, and career information. Three major themes run through the volume: the importance of courtesy and sportsmanship in athletics activities; the need for keeping in good physical condition; and the role in the total school program of intramural and interscholastic activities.

In preparing the book, the association circulated sample chapters among hundreds of high-school students with questionnaires aimed at testing their reaction as to readability. The result is a well-edited work geared to the level of students in the eighth to the twelfth grades. The "how-to-do-it" phase of the book is illustrated with line drawings.

FINANCIAL AID FOR U. S. COLLEGES IS A JOB FOR ALL BUSINESS FIRMS—If the business community as a whole were to contribute one per cent of its profits before taxes (about \$350 million) to independent, privately endowed colleges and universities, it would enable these institutions to increase faculty salaries by \$200 million a year and to provide \$150 million more for modernization and maintenance of their establishments, an editorial which appeared in all McGraw-Hill publications suggests. In the opinion of competent authorities, this would put these institutions in relatively good working order financially, a process to which a matching grant of \$50 million by the Ford Foundation for the improvement of faculty salaries will make a large contribution. "All business firms," the editorial states, "have a crucial stake in seeing that this job is done. The future of America will be decisively shaped by what happens in and to our college classrooms."

This estimate, based on 1954 business profits of about \$35 billion before taxes, represents a rescue operation for privately endowed colleges which is feasible only through "a general movement on the part of business firms to go to the financial aid of higher education." Such a contribution from business would not meet the needs of the independent institutions for new buildings and equipment required to accommodate the great increase in college enrollment anticipated in the years immediately ahead, nor would it relieve the financial problems of tax-supported colleges and universities. However, it would go a long way toward meeting the immediate financial needs of privately

endowed institutions, thus simplifying the job of helping tax-supported colleges and universities.

A contribution representing one per cent of business profits, the editorial points out, would exhaust only one fifth of the five per cent tax exemption that the Federal government allows business firms for religious, charitable, or educational purposes. It would bring to about two per cent the total share of business profits going to both educational and charitable purposes, instead of the slightly more than one per cent of profits before taxes that business firms contributed to all charitable and educational purposes in 1953. Of the 1953 total of \$400 million in contributions, about \$75 million went to educational institutions.

Some companies, it is pointed out, contribute more than their five per cent exemption to charitable and educational purposes, while others, in financial difficulties, are not able to contribute anything. Nevertheless, the editorial asserts, if those business firms for which it is financially feasible contributed one per cent of their profits before taxes to our colleges and universities, the problem of adequate support for the crucially important business of higher education would be far along the way to successful solution.

Plans for business aid to education, including not only a large array of scholarship grants, but also such ingenious arrangements as that by which a company matches with its funds the gifts its employees make to the colleges of which they are alumni, "constitute the conspicuous sort of leadership which it is the privilege and opportunity of our great corporations to provide," the editorial says. However, the job is too large to be handled by a small number of business firms, no matter how bold or ingenious their programs. The help of the great rank and file of business corporations is required to put U. S. colleges and universities back on a firm financial footing.

DISASTER CONTROL—Definite steps for the prevention and, when necessary, control of emergency disaster situations in plants and places of public assembly are presented in three booklets now available from the Association of Casualty and Surety Companies.

One booklet, *Before Disaster Strikes*, presents a plan of organization for disaster control and describes the duties of each member of the organization. It gives information on emergency warning and communication systems, training employees, conducting drills, maintaining morale, and preparing for emergencies. It discusses, in turn, procedures for meeting disaster from fire, flood, windstorms, sabotage, air raids, and germ attacks.

The second booklet, *Fire Control*, is an extensively revised manual presenting in greater detail accepted procedures for handling fire protection equipment and methods of preventing industrial fires. It is designed to serve as a guide-book for plant management, supervisors, and other personnel concerned directly with fire safety. Included in the booklet is a comprehensive table on fire extinguishers which provides all the basic data usually required to utilize these devices effectively.

The third booklet, entitled *Panic and Its Control*, covers the nature and causes of panic as well as its prevention and control. It is an excellent working guide for controlling panic evoking situations and for handling panic should it arise in any place of public assembly. Each of the pamphlets is available at cost, 10 cents a copy, with special price reductions for orders of 100 copies or more. Orders should be addressed to the Association of Casualty and Surety Companies, Accident Prevention Department, 60 John Street, New York 38, New York.

TEACHER SCHOLARSHIP—Clarence H. Faust, President of The Fund for the Advancement of Education, 655 Madison Avenue, New York 21, New York, has announced that the Fund has granted not only 150 individual one-year fellowships to public secondary teachers in the United States, Alaska, Guam, Hawaii, Puerto Rico, and the

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Virgin Islands; but also that fellowships were awarded to 15 public secondary-school teachers from five communities. Each of the five groups propose to work on related aspects of a single problem of importance to their school system. The individual and group awards, totaling over \$850,000, are the fourth and final series of annual awards which have been made by the Fund to enable public high-school teachers to devote a full academic year away from the classroom to activities designed to extend their own liberal education and to improve their teaching ability. In the four series of awards granted under the High-School Teacher Fellowship Program approximately \$4,836,920 has been granted to 907 individuals.

The awards have been made on the recommendation of the Fund's National Committee on High-School Teacher Fellowships. The Committee considered 576 individual applications and 29 group applications in making its recommendations to the Fund. The largest number of individual awards was to teachers in the field of English with 34, social studies was second with 28, and the natural sciences third with 25 awards. The states receiving the largest number of individual awards were: New York and California, 16 each; Pennsylvania and Michigan, 11 each; North Carolina, 7; and Massachusetts, 6.

The group awards which were granted to teachers from Boise, Idaho; Louisville, Kentucky; Detroit, Michigan; St. Paul, Minnesota; and Philadelphia, Pennsylvania, were drawn up by the applicants to contribute their own and their school systems' competence in dealing with such problems as: the gifted child, the slow learner, and the introduction of regional history at the secondary level.

The National Committee on High School Teacher Fellowships, which is under the chairmanship of Mr. Harold B. Gores, Superintendent of Schools, Newton, Massachusetts, based its recommendations on the nominations of local nominating committees established by the superintendents of schools in each community in the United States and its territories where one or more applicants wished to apply.

CONCEALED BRAKES—What the high-school teachers in your system don't know about the elementary program may be hurting your public relations program to a greater extent than you might imagine. Veteran high-school instructors wield tremendous opinion-forming influence in many communities. They are well-known and established, have wide circles of friends. Their comments, favorable or otherwise, about the school system in private conversations sometimes outweigh official school pronouncements. A newspaper editor, commenting on this strong influence, said: "Fewer than half a dozen of them could wreck our school system if they decided to do it." An opinion survey at Passaic, New Jersey, has disclosed that although 74 per cent of the community's parents felt that pupils were well-grounded in fundamentals, and 82 per cent of the elementary-school teachers agreed, only 50 per cent of the junior high-school and 18 per cent of the senior high-school teachers thought so. Thomas E. Robinson, president, New Jersey State Teachers College, Glassboro, New Jersey, says that high-school teachers, particularly, "don't know what's going on downstairs" and are not as aware as the general public of improvements in the elementary program.

In an effort to bring high-school instructors closer to the elementary program, some school systems, such as Youngstown, Ohio, are holding a series of continuing conferences involving staffs of each high school and its "feeder" junior high and elementary schools to afford closer working relationships between elementary- and high-school teachers.—National School Public Relations Association, NEA.

NEW EDUCATIONAL TELEVISION STATIONS—WBIQ, Channel 10 in Birmingham, Alabama, became the fourteenth ETV station on the air April 28, Boston's WGBH-TV, the fifteenth on the air May 2. Channel 2, Andalusia, Alabama, has been granted its construction permit.

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FILMS ON THE ESKIMOS OF ALASKA—Bailey Films, Inc., 6509 De Longpre Avenue, Hollywood 28, California, has exclusive distribution rights for the *Beyond the Yukon* series of five films designed to picture conditions under which the aborigines of Northern Alaska live and work. Frank H. Whaley, Alaskan bush pilot, photographed these films, and Wendell Niles, well-known radio and TV commentator, narrated them. In each of the pictures, an introductory sequence sets forth the purpose of the film, and typical Eskimo artifacts pertaining to the picture are shown. These films are:

Arctic Seal Hunt—Eskimos have three basic needs: food, shelter, and clothing. This film is of a seal hunt, the animal on which the Northern Alaska inhabitants must rely for their livelihood. (Catalog No. 5271, 12 min., color, rent \$5, sale \$100; Catalog No. 1271, Black and White, rent \$3, sale \$50.)

Fishing Arctic Style—The first sequence of the film depicts the methods employed by Alaska's native Eskimos in fishing the Kobuk River for humpback salmon. A second sequence pictures Alaskan Indians' fish wheels as they operate 200 miles north of Fairbanks on the Yukon River, the drying of fish, and the storing in log houses of food fish for use when the fish are not running heavily. The final sequence shows methods used by Eskimos in fishing through holes in the ice. (Catalog No. 5272, 12 min., color, rent \$5, sale \$100; Catalog No. 1272, Black and White, rent \$3, sale \$50.)

Next Door to Siberia—Life in Diomed Island, in the middle of the Bering Straits and three miles from Siberian territory, is treated in this film. Here the Eskimo community is icelocked for six months of the year and must subsist on supplies brought in when there was open water to the ocean. (Catalog No. 5273, 12 min., color, rent \$5, sale \$100; Catalog No. 1273, Black and White, rent \$3, sale \$50.)

Nomads of the North—"Home is where the herd is" is the theme for this film. It pictures the nomadic life of the owners of a herd of reindeer, who must break camp and follow the reindeer migrations in order to protect the animals from the dreaded killer wolves. (Catalog No. 5274, 12 min., color, rent \$5, sale \$100; Catalog No. 1274, Black and White, rent \$3, sale \$50.)

Tigra—Ageless City of the Arctic—This film pictures archaeological remains of Tigra's civilization as it was over 3,000 years ago and compares methods of livelihood of that time and the present. Shown is the method used in constructing igloos of tundra blocks on whale-bone frames. No igloo measures more than 12' x 14' because of the scarcity of suitable fuel to keep a larger place warm. (Catalog No. 5275, 12 min. color, rent \$5, sale \$100; Catalog No. 1275, Black and White, rent \$3, sale \$50.)

NEW GUIDE TO FILMS ON WORLD UNDERSTANDING—Study and discussion of world problems should be easier and more interesting with the aid of a new publication, *Selected Films for World Understanding*. The 88-page pamphlet, published by the Audio-Visual Center of Indiana University, brings together descriptions of almost 400 films, together with topical and geographical classifications, suggestions on how to select the "right" film, and a list of producers or distributors who can provide information on rental sources in any part of the country.

Some 180 films have been listed under one or more topical classifications to aid teachers and program chairman of adult groups select films useful to discussions of Collective Security, Colonialism and Independence, Human Rights, Nationalism, Underdeveloped Areas, the United Nations, World Trade, and other topics. Approximately 200 additional "color and background" films appear in the geographical classification by countries in six regions of the world: North America, Latin America, Europe, North Africa and the Middle East, Central and South America, and Asia and the Pacific. This pamphlet, *Selected Films for World Understanding*, is available from the Audio-Visual Center, Indiana University, Bloomington, Indiana, for one dollar, cash with order.

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Estimated Public School System Enrollment for Continental United States, by Grade, 1949-50 through 1959-60¹

[Thousands]

Grade	SCHOOL YEAR											
	1949-50 ²	1950-51	1951-52 ²	1952-53	1953-54	1954-55	1955-56	1956-57	1957-58	1958-59	1959-60	
1	2	3	4	5	6	7	8	9	10	11	12	
K	1,034	941	1,272	1,312	1,237	1,237	1,228	1,280	1,308	1,344	1,298	
1	3,170	3,053	2,957	3,319	4,152	4,285	4,267	4,250	4,369	4,481	4,602	
2	2,645	2,739	2,670	2,978	2,886	3,617	3,741	3,731	3,723	3,834	3,938	
3	2,396	2,601	2,718	2,769	2,855	2,767	2,468	2,587	2,578	2,571	2,677	
4	2,254	2,358	2,559	2,559	2,700	2,783	2,698	2,382	2,497	2,489	2,482	
5	2,151	2,211	2,320	2,397	2,483	2,619	2,700	2,618	2,881	3,394	3,386	
6	2,056	2,117	2,166	2,229	2,361	2,447	2,581	2,661	2,580	2,834	3,345	
7	1,947	1,995	2,083	2,103	2,180	2,311	2,394	2,526	2,604	2,525	3,165	
8	1,752	1,885	1,936	1,906	1,940	2,014	2,138	2,215	2,338	2,410	2,338	
K-8	19,405	19,900	20,681	21,572	22,794	24,080	25,215	26,250	27,278	28,282	29,231	
9	1,756	1,781	1,820	1,903	1,964	1,998	2,073	2,199	2,279	2,404	2,479	
10	1,512	1,548	1,582	1,661	1,722	1,782	1,815	1,887	2,006	2,079	2,194	
11	1,274	1,313	1,338	1,401	1,439	1,500	1,559	1,592	1,660	1,770	1,835	
12	1,123	1,127	1,111	1,202	1,264	1,304	1,364	1,423	1,456	1,519	1,624	
9-12 ²	5,665	5,769	5,851	6,167	6,389	6,583	6,811	7,101	7,401	7,772	8,132	
K-12	25,070	25,669	26,532	27,739	29,183	30,663	32,026	33,351	34,679	36,054	37,363	

¹ Does not include enrollments in residential schools for exceptional children, noncollegiate departments of colleges (preparatory or training schools), and Federal schools or enrollments in the outlying parts of the United States. ² Reported data, not estimates. ³ Excludes postgraduates.

SCHOOL LIFE, May 1955

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STUDY IN MEXICO—Graduate fellowships for study in Mexico during 1956 will again be offered to American students by the Mexican government, according to Kenneth Holland, President of the Institute of International Education, 1 East 67th Street, New York City. The awards, which are given through the Mexico-United States Commission on Cultural Co-operation, are for the academic year beginning March 1, 1956.

Closing date for application is November 1, 1955. Eligibility requirements for the Mexican government awards are U. S. citizenship, knowledge of Spanish, a good academic record, a valid project or purpose, and good health. Fields of study especially recommended for graduate candidates are architecture. Indian and physical anthropology, ethnology, archeology, museography, art (painting—for advanced students), biological sciences, Mexican history. Candidates with an M.D. degree may receive special training at the National Institute of Cardiology and the Institute of Tropical Medicine, Mexico City. Applicants may write for information to the U. S. Student Department of the Institute of International Education, the agency which administers the Mexican Government awards.

Graduate Study Abroad—Competitions for United States government scholarships for graduate study abroad for 1956-57 are also open, as announced by Kenneth Holland, President of the Institute of International Education, 1 East 67th Street, New York City. A brochure describing overseas study awards under the Fulbright Program and the Buenos Aires Convention Program has just been published by the Institute, and application blanks are available at that agency or in the offices of Fulbright advisers on college and university campuses. These awards will give almost 1,000 American citizens the opportunity to study abroad during the 1956-57 academic year. Since the establishment of these programs, over 4,600 American students have received grants for study abroad.

Countries where U. S. graduate students may study under the Fulbright Program are Australia, Austria, Belgium and Luxembourg, Burma, Ceylon, Chile, Denmark, Finland, France, Germany, Greece, India, Italy, Japan, the Netherlands, New Zealand, Norway, the Philippines, and the United Kingdom. Countries participating in the Buenos Aires Convention Program are Bolivia, Brazil, Chile, Colombia, Costa Rica, Cuba, the Dominican Republic, Guatemala, Haiti, Honduras, Mexico, Nicaragua, Panama, Paraguay, Peru and Venezuela.

Eligibility requirements for these foreign study fellowships are: (1) United States citizenship; (2) A college degree or its equivalent at the time the award is to be taken up; (3) Knowledge of the language of the country sufficient to carry on the proposed study; (4) Age 35 years or under; and (5) Good health.

Final selection of Fulbright grantees is made by the Board of Foreign Scholarships appointed by the President of the United States. The Institute of International Education, a private agency which administers programs for the exchange of students, teachers, and specialists, has been designated by the Board of Foreign Scholarships and the Department of State to screen applications for study abroad. Under the Buenos Aires Convention, the Institute makes the preliminary recommendation of candidates, with the cooperating countries making the final selection of candidates for study within their borders.

Awards under the Fulbright Act are made entirely in the currencies of participating countries abroad. This Act authorizes the use of foreign currencies and credits acquired through the sale of surplus property abroad for educational exchanges. The awards cover transportation, expenses of a language refresher or orientation course abroad, tuition, books and maintenance for one academic year. Awards under the Buenos Aires Convention include transportation provided by the United States Government, and tuition

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and maintenance allowances provided by the host governments. *Competition for the 1956-57 academic year closes October 31, 1955.*

Teacher Retirement and Social Security—New Jersey teachers will vote October 26-27 on the integration of their retirement system with social security. At the request of the New Jersey Education Association, New Jersey has approved a plan for integration subject to the teacher vote. The plan calls for a broad liberalization of the New Jersey Teachers' Pension and Annuity Fund through the use of Social Security payments as an "offset."

Among the benefits being offered New Jersey teachers under this program are: a reduction in the basic retirement age to 60; larger retirement allowances; an end to annuity deficiencies which have plagued the fund for many years, together with a return of the extra contributions which many teachers have made; lower contribution rates for many teachers; a death benefit of $1\frac{1}{2}$ times salary; the right to "vest" after 20 years and to retire early on a reduced allowance after 25 years. The plan also provides special benefits for veterans, who have hitherto been retired under special legislation. Governor Robert B. Meyner of New Jersey has delegated the supervision of the teacher referendum to Dr. Frederick Raubinger, Commissioner of Education, and arrangements have been made to permit the teachers to vote on the new proposal in each school.

CALIFORNIA CIVIL DEFENSE EDUCATION PROJECT—The California State Department of Education has entered into an agreement with the United States Department of Health, Education, and Welfare, Office of Education, to develop curriculum materials at all levels of instruction in subject areas related to civil defense skills, knowledge, and fundamentals of behavior during disaster and emergency. The California pilot center is being directed under the leadership of Frank B. Lindsay, assisted by the administrative staff of the Division of Instruction which includes the Bureaus of Adult Education; Agricultural Education; Elementary Education; Health, Physical Education; and Recreation; Homemaking Education; Industrial Education; and Secondary Education. Through these bureaus contact has been established with teachers and supervisors of curriculum and instruction in the principal school districts of California.

Through work conferences, committees, and selected specialists, the development of a "built-in" concept of civil defense will be made a normal part of regular and established school courses as a necessary contribution to the major objective of citizenship training. The materials developed will be reviewed and analyzed by educators, representatives of the California Congress of Parents and Teachers, and other groups as well as the civil defense co-ordinators of school districts. It is expected that the edited materials will receive intensive statewide presentation during the 1955-56 school term to in-service teacher-training groups, institutes, and curriculum committees in numerous counties and school districts in order to introduce the information into ongoing courses at elementary, secondary, and adult school levels.

CEE B NEW ADVANCED PLACEMENT TEST PROGRAM—A program of 12 *Advanced Placement Tests* for superior high-school students seeking advanced standing or credit upon admission to college will be offered by the College Board for the first time in May, 1956. All schools and colleges with students who take the regular College Board tests for admission will receive the announcement of plans for the first year's operation of the new program.

The *Advanced Placements Tests* will enable colleges to grant advanced course standing to admitted students on the basis of test results and any other criteria which may be appropriate to the individual college. The tests were developed by the co-operative School and College Study of Admission with Advanced Standing and have been administered

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for the past two years in a successful effort to encourage superior preparation of college candidates. The tests provided the colleges with the means whereby able students could demonstrate their readiness for work more advanced than that regularly required in freshman studies. Addition of the tests to the national administration of the College Board has been made possible through a grant of \$50,000 from the Fund for the Advancement of Education, sponsor of the Study and other experimental attempts to co-ordinate the objectives and procedures of secondary schools and colleges. An integral feature of the program will be a series of conferences between school and college teachers and administrators interested in the preparation of superior students.

In accepting responsibility for the Advanced Placement Test Program, the College Board expressed the belief that there is sufficient similarity in content and objectives in the beginning courses of its member colleges to make a single testing program useful to many of those which want to measure accomplishment in the traditional study areas. The tests will, therefore, be based on course descriptions prepared by examining committees to indicate the scope and content of the typical courses in each field which would be considered adequate preparation for more advanced study. Each committee will be composed of six distinguished teachers, four from colleges and two from schools, who will be assisted by test specialists of the Educational Testing Service.

The twelve fields in which Advanced Placement Tests will be offered next May are American History, Biology, Chemistry, Composition, European History, French, German, Latin, Literature, Mathematics, Physics, and Spanish, areas which were selected as of most general interest. The examining committees for the tests will endeavor to make the program as flexible and sensitive as possible to the characteristics of specialized courses developed by schools in these fields. Schools which have advanced courses in other areas or which differ materially from the Advanced Placement Test course descriptions, however, are encouraged to communicate directly with colleges concerning advanced placement rather than to advise their students to take tests which may not be appropriate.

Before taking the Advanced Placement Tests students will follow the customary procedure of applying for admission to college, taking any tests which may be required for admission, and receiving notification of admission or rejection. Whether or not the admitted student who then takes the Advanced Placement Tests and gets a satisfactory rating on them will receive academic point credit equivalent to his proficiency, in addition to permission to start certain college studies at the sophomore level, will be determined by the policy of the college to which he has been admitted. The more basic question of whether or not a candidate will be considered for advanced placement of any kind can be answered only by the college he has decided to attend. Ordinarily, candidates for advanced placement will have taken special school courses equivalent to freshman college courses, but any student of any school may take any or all of the twelve tests by registering for them. A general indication of the colleges which grant advanced placement, as well as those which will require the Advanced Placement Tests, will appear in the new edition of the *College Handbook* just published.

To take the Advanced Placement Tests candidates must register in advance. Registration will consist of filing a special application blank and paying the examination fees. Applications to be used by the candidates will be distributed to schools and colleges throughout the country and will be available after February 15, 1956. Candidates may also secure applications directly from College Board Advanced Placement Tests, Educational Testing Service, Box 592, Princeton, N. J. or Box 27896, Los Angeles, California. Registration will close April 2, 1956, and the tests will be administered during the six days from May 7 to May 12, 1956. The fee is \$10 for each test. A candidate may take

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as many tests as he wishes. Testing centers will be established throughout the country at locations that will be listed in the Advanced Placement Test Bulletin of Information.

The test scores of each candidate will be reported to the college which he will attend and to his school on a five-point scale ranging from "High Honors" to "Fail." These scores will be assigned by teachers of wide experience selected and assembled especially for this purpose and will represent their judgment of the candidate's test performance. The scores will not imply a commitment of any kind on the part of the college, which may wish to review the candidate's test work or consider other evidence of his eligibility for advanced standing.

By September 1, colleges will receive the scores, copies of the examinations, the candidate's test papers and answer sheets, statistical tables showing the score distribution of all candidates who took each test, and a form on which to report to the College Board whether or not advanced placement and academic point credit have been granted. Schools will receive the same examination materials by October 1 with the exception of the candidate's test papers, which will be supplied after October 15 if the schools request them.

A general Advanced Placement Test Bulletin of information containing details of the registration procedure, examination centers, test dates, brief descriptions of the tests, and sample questions will be available to candidates, schools, and colleges about October 1, 1955. A more complete syllabus which includes course descriptions prepared by the School and College Study of Admission with Advanced Standing will be of interest to schools contemplating the establishment of advanced courses and colleges expecting to recommend or require the *Advanced Placement Tests*. This booklet, published in 1954 under the title *College Admission with Advanced Standing*, is now available with supplementary information describing changes and additions in the testing program under College Board auspices. Questions and requests for information concerning the Advanced Placement Test Program will be welcomed at any time. Address correspondence to: College Board Advanced Placement Tests, Educational Testing Service, Box 592, Princeton, New Jersey or Box 27896, Los Angeles, California.

HIGH-SCHOOL JOURNALISTS MEET—The annual convention of the Michigan Interscholastic Press Association was held on April 29 at the University of Michigan. This 28th conclave in the series started in 1922 featured Dr. Edgar Dale, author of the widely used *How To Read a Newspaper* of The Ohio State University who talked on "The High School Student and the Mass Media." His address was taped and is available from the Audio-Visual Center of the University or by application to MIPA at the Department of Journalism. Short courses in yearbook production and in use of the camera were included, as well as sections on the school magazine, reporting, feature writing, editorial writing and policies, staff organization and procedures, and the school paper and community service.

DRIVER EDUCATION—The American Automobile Association, 1712 G Street, N. W., Washington 6, D. C., publishers of *Sportsmanlike Driving* (third edition, 1955) has available a *Teacher's Manual* and the revised *Practical Driving Guides* for use with gearshift and with automatic transmission cars. These guides are obtainable in a package of 25 sets of 10 lessons each, plus suggestions for using at \$2.25 per package. A revised *Project Workbook* and revised objective tests for use with the newly revised edition of *Sportsmanlike Driving* are also ready for distribution. The tests (with alternate forms) are available at 35 cents per package of 25 of one form. Answer sheets for taking the test including scoring stencil can be secured for 74 cents per package of 250.

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